





# Weekly Overview of Learning

Year Group: 2 Week beginning: 13.5.2024


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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>Children will work in pairs or in trios when responding. Children will be encouraged to take turns when talking and listening.</p> 	<p>Children will be encouraged to discuss their knowledge with their peers and give opinions.</p> 	<p>Children will work in pairs or in trios when responding. Children will be encouraged to take turns when talking and listening.</p> 	<p>Children will be encouraged to listen to each other when making contributions and encouraged to add extra information to build discussions.</p>	<p>Children will listen and respond to each other when selecting information from a text and sharing their thoughts. They will be encouraged to take turns when talking in pairs or in trios.</p> 
	<p><b>LI: We are learning to utilise adjectives and expanded noun phrases to describe feelings.</b></p>	<p><b>LI: We are learning to identify and create similes in the role of a character.</b></p>	<p><b>LI: We are learning to plan a letter in the role of a character.</b></p>	<p><b>LI: We are learning to write a letter in the role of a character. (over two days)</b></p>	<p><b>LI: We are learning to select information to answer a question (1b).</b></p>

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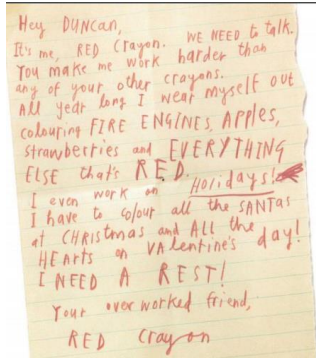
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				 <p><b>DISCUSSION GUIDELINES</b></p> <ul style="list-style-type: none"> <li>WE GIVE PROOF OF LISTENING</li> <li>WE RESPECT OTHERS' IDEAS</li> <li>WE BUILD, CHALLENGE, SUMMARISE, CLARIFY, AND PROBE EACH OTHER'S IDEAS</li> <li>WE ARE PREPARED TO CHANGE OUR MIND</li> <li>WE INVITE OTHERS INTO OUR DISCUSSION</li> <li>WE TRY TO REACH A SHARED AGREEMENT</li> </ul>	
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b>Key questions</b></p> <p>What is an adjective?          What is an expanded noun phrase?          How are they used to describe feelings?          What is a feeling?</p> <p><b>Key Vocabulary</b></p> <p>parts of an sentence          expanded noun phrase          verb          adjective          noun          simile</p>	<p><b>Key questions</b></p> <p>What is a simile?          How do we identify these?          When are they used?          What is the purpose of a simile?</p> <p><b>Key Vocabulary</b></p> <p>adjective          simile          feelings          pencil</p>	<p><b>Key questions</b></p> <p>What is a letter?          What is a letter's purpose?          What are the features of a letter?</p> <p><b>Key Vocabulary</b></p> <p>letter          paragraphs          Dear....          sentences          sign off          adjective</p>	<p><b>Key questions</b></p> <p>What features need to be in your letter?          How will you begin and end the letter?          Who will the letter be to?</p> <p><b>Key Vocabulary</b></p> <p>letter          paragraphs          Dear....          sentences</p>	<p><b>Key questions</b></p> <p>What keywords are you looking for?          What clues can we use?          How will you know if you have found the correct information?</p> <p><b>Key Vocabulary</b></p> <p>retrieve          clues          text          explain</p>

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	glue stick lid pencil		expanded noun phrase	sign off questions adjective expanded noun phrase	
<b>Activities</b>	<p>In this lesson, children will be asked to include a new page in another book the author is writing about objects in the classroom.</p> <p>Children will identify adjectives to describe how other items of stationery in the class could feel on the inside and what they look like on the outside.</p> <p>They will explore the feelings of an overused yet happy pencil and a frustrated glue stick that is always missing its lid.</p> <p>They will use large sugar paper and adjectives mats, vocabulary for the book to collate their ideas.</p>	<p>Children will learn how to spot similes and learn to create their own to describe an object.</p> <p>For example - The pencil was as sharp as a new, shiney nail.</p> <p>The pencil is like an overused broom.</p> <p>Children will be encouraged to use their adjectives from the previous lesson to create interesting similes.</p>	<p>In this lesson, children will look at the content of the letters the crayons wrote.</p>  <p>They will analyse the features of the letters and discuss the purpose, content and writing features. they will also look at the letter the green crayon wrote to make comparisons on content.</p>	<p>Children will use their plans from yesterday to write their letters to their class teachers in the role of classroom stationery.</p> <p>They will apply the features of a letter and include illustrations similar to the book.</p> <p>In the first session, children will write the purpose of writing, how they have been feeling.</p> <p>Explore and write about what they are used for and how that makes them feel.</p> <p>They will explain what they want done.</p>	<p>Within this lesson, children will look at applying their skill of retrieving information from a text.</p>

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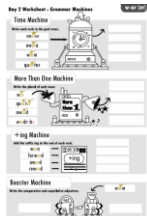



	<p>They will then go on to using drama to bring their characters alive.</p> <p><b>Adjectives</b></p> <p>An adjective can be before the noun/thing.</p> <p>I played with an orange submarine.</p> <p>↑     ↑ adjective    noun</p> <p>An adjective can be after the noun/thing.</p> <p>The train was noisy.</p> <p>↑     ↑ noun    adjective</p> <p><b>Noun phrases</b></p> <p>A noun phrase is a group of words that does the job of one noun.</p> <p>horse ← noun</p> <p>the brown horse ← noun phrase</p>	<p><b>Simile Reminder</b></p> <p>A simile is a way of describing something by comparing it to something else using 'like' or 'as'.</p> <p>Her eyes are like stars and her lips are like roses.</p> <p>The car was as fast as a cheetah.</p>	<p><b>Year 2 Letter Writing Word Mat</b></p> <table border="1"> <tr><td>Dear</td><td>writing</td><td>invite</td><td>reply</td><td>complain</td></tr> <tr><td>Mr</td><td>inform</td><td>because</td><td>and</td><td>when</td></tr> <tr><td>Mrs</td><td>if</td><td>that</td><td>but</td><td>or</td></tr> <tr><td>Sir</td><td></td><td></td><td></td><td></td></tr> <tr><td>Madam</td><td></td><td></td><td></td><td></td></tr> <tr><td>Yours sincerely</td><td></td><td></td><td></td><td></td></tr> <tr><td>Yours faithfully</td><td></td><td></td><td></td><td></td></tr> <tr><td>Love</td><td></td><td></td><td></td><td></td></tr> <tr><td>From</td><td></td><td></td><td></td><td></td></tr> <tr><td>Best wishes</td><td></td><td></td><td></td><td></td></tr> <tr><td>address</td><td></td><td></td><td></td><td></td></tr> </table> <p>look forward to</p>	Dear	writing	invite	reply	complain	Mr	inform	because	and	when	Mrs	if	that	but	or	Sir					Madam					Yours sincerely					Yours faithfully					Love					From					Best wishes					address					<p>Explore what some of the other stationary is feeling.</p> <p>At the end of the lesson, children will have the opportunity to read their letters to the class.</p>	
Dear	writing	invite	reply	complain																																																								
Mr	inform	because	and	when																																																								
Mrs	if	that	but	or																																																								
Sir																																																												
Madam																																																												
Yours sincerely																																																												
Yours faithfully																																																												
Love																																																												
From																																																												
Best wishes																																																												
address																																																												

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics Mainstream Phonics Term 3 - Week 1	Review prior learning.  Teach	Review prior learning.  Teach	Review the CEWs: any many these	Review prior learning.  Teach	Review prior learning.  Teach  Create flashcards for the

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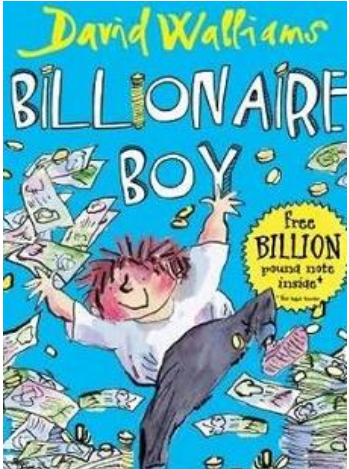
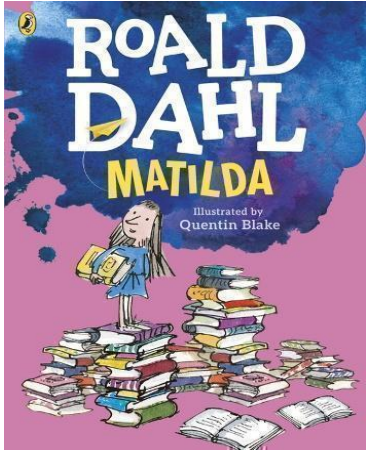
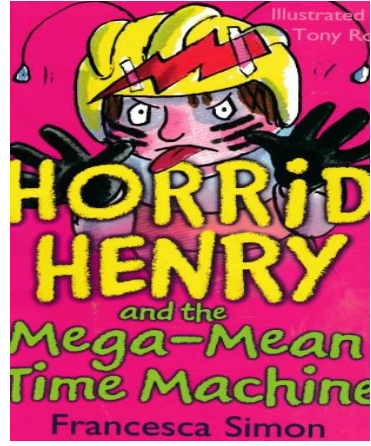
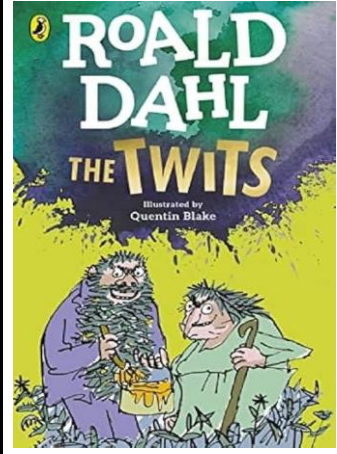
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<p>This week reviews the wr grapheme and adding suffixes to wr words.</p>	<p>Use the Read-Write Colour section of the activity worksheet to recap the w-ar (or) words. Ask the class to add colour-coding and write the words in the spaces. Add the rule.</p> 	<p>Look present tense, past tense and plural.</p> <p>What happens to the suffix?</p> <p>+ ing</p> <p>+ed</p> <p>+s</p> 	<p><b>Teach</b></p> <p>Ask the children to write these words in colour-code on the activity worksheet.</p> <p>3. Working in pairs, children take turns to dictate and write sentence dictations with their partner.</p> 	<p>Use this as a template to draw a picture that includes as many w-ar (or) items as possible. After this, describe the picture in sentences. Include words from the grammar machines.</p>  <p>As a class, recall the w-ar (or) words.</p> <p>Think of sentences in which these could be used.</p> <p>Use the examples in the Monster Partner sentences to help you. Remember to use words from the grammar machines.</p>	<p>high frequency words.</p>  <p>Look at the pattern in the words:</p> <p>Boat</p> <p>Home</p> <p>Clothes</p> <p>(the oa and the o-e graphemes are making the Miss Oh No sound. Tricky Witch also changes the s to a z sound in 'clothes'.)</p> <p>Small</p> <p>Bear</p> <p>(Tricky Witch changes the al sound in 'small' to or and the ear sound in 'bear' to</p>
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					the air sound.)
<p><b>Class Text – Reading Aloud 10-15 mins each day</b></p>	<p><b>Aspen Class – Billionaire Boy</b> Author - David Walliams</p> 	<p><b>Chestnut Class Matilda</b> Author - Roald Dahl</p> 	<p><b>Pine Class Horrid Henry and the Mega-Mean Machine</b> Author - Francesca Simon</p> 	<p><b>Sycamore The Twits</b> Author - Roald Dahl</p> 	

Maths	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
	<u>LI: We are learning to read arithmetic questions.</u>	<u>LI: We are learning to apply our knowledge to arithmetic questions.</u>	<u>LI: We are learning to read reasoning questions.</u>	<u>LI: We are learning to apply our knowledge to reasoning questions.</u>	<u>LI: We are learning to evaluate reasoning questions.</u>

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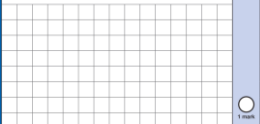


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<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key questions</u></b>                  -What is the question asking us to do?                  -What method should we use?                  -Where do we write the answer?                  -Do we need to show working out?</p> <p><b><u>Key Vocabulary</u></b>                  - Arithmetic                  - Addition                  - Subtraction                  - Division                  - Multiplication</p>	<p><b><u>Key questions</u></b>                  -What is the question asking us to do?                  -What method should we use?                  -Where do we write the answer?                  -Do we need to show working out?</p> <p><b><u>Key Vocabulary</u></b>                  - Arithmetic                  - Addition                  - Subtraction                  - Division                  - Multiplication                  -Numberline</p>	<p><b><u>Key questions</u></b>                  -What is the question asking us to do? How do we know?                  -What method should we use?                  -Where do we write the answer?                  -Do we need to show working out?                  -What operation is best to use?</p> <p><b><u>Key Vocabulary</u></b>                  - Arithmetic                  - Addition                  - Subtraction                  - Division                  - Multiplication                  -Numberline                  -Time</p>	<p><b><u>Key questions</u></b>                  -What is the question asking us to do? How do we know?                  -What method should we use?                  -Where do we write the answer?                  -Do we need to show working out?</p> <p><b><u>Key Vocabulary</u></b>                  - Arithmetic                  - Addition                  - Subtraction                  - Division                  - Multiplication                  -Numberline                  -Time                  -Fraction</p>	<p><b><u>Key questions</u></b>                  -What is the question asking us to do? How do we know?                  -What method should we use?                  -Where do we write the answer?                  -Do we need to show working out?                  -What operation is best to use?</p> <p><b><u>Key Vocabulary</u></b>                  - Arithmetic                  - Addition                  - Subtraction                  - Division                  - Multiplication                  -Numberline                  -Time                  -Sharng</p>
<p><b>Activities</b></p>	<p>This week in maths, we are focusing on how to answer test style questions.</p> <p>At the beginning of the week, we are</p>	<p>Today, we are continuing to focus on arithmetic style questions.</p> <p>In this lesson, we will look at some different types of arithmetic questions.</p>	<p>In this lesson, we will begin to focus on reasoning questions.</p> <p>We will largely be focusing on word</p>	<p>Today, we will continue to look at reasoning style questions.</p> <p>In this lesson, the focus will be fraction questions and time questions.</p>	<p>In this lesson, we will continue to look at reasoning style questions.</p> <p>We will mainly be focusing on multiplication and division questions.</p>

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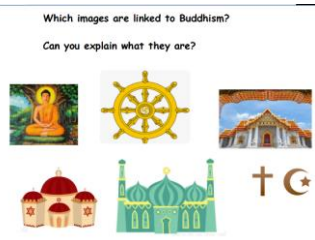

	<p>particularly focusing on arithmetic questions.</p> <p>These will mainly include looking at addition and subtraction questions.</p> <p>We will discuss which way the children may find easiest to approach these different questions.</p> <p>As a class, we will work through some together and then the children will have a change to apply their knowledge independently.</p> <div data-bbox="315 1214 602 1390"> <p>14 <math>54 + 22 = \square</math></p>  </div>	<p>These include finding fractions of numbers, multiplication and division.</p> <p>We will discuss which way the children may find easiest to approach these different questions.</p> <p>As a class, we will work through some together and then the children will have a change to apply their knowledge independently.</p> <div data-bbox="638 943 981 1150"> <p>7 <math>\frac{1}{2}</math> of 6 = <input type="text"/></p> </div>	<p>problems involving addition and subtraction.</p> <p>We will discuss which way the children may find easiest to approach these different questions.</p> <p>As a class, we will work through some together and then the children will have a change to apply their knowledge independently.</p> <div data-bbox="1025 906 1352 1155"> <p>31 Write the missing number in the box.</p> <p><math>13 + 6 = 10 + \square</math></p> <p>32 Write two numbers that are <b>greater than 20</b> to make this subtraction correct.</p> <p><input type="text"/> - <input type="text"/> = 2</p> </div>	<p>We will discuss which way the children may find easiest to approach these different questions.</p> <p>As a class, we will work through some together and then the children will have a change to apply their knowledge independently.</p> <div data-bbox="1384 826 1720 1203"> <p>11</p>  <p>What time does the clock show?</p> <p>Tick the correct box.</p> <p>What time does the clock show?</p> <p>Tick the correct box.</p> <p>twenty to 6      half past 9</p> <p>half past 8      quarter to 6</p> </div>	<p>We will discuss which way the children may find easiest to approach these different questions.</p> <p>As a class, we will work through some together and then the children will have a change to apply their knowledge independently.</p> <div data-bbox="1753 788 2114 1027"> <p>16</p>  <p>A shopkeeper has 20 fish and 5 fish bowls. He puts the same number of fish in each bowl.</p> <p>How many fish go in each bowl?</p> <p><input type="text"/> fish</p> </div>
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b>Charlie Chaplin - Lesson 1</b> <b>LI: We are learning to make a soundtrack using short and long sounds.</b></p> <p>Children will:</p> <ul style="list-style-type: none"><li>• Watch a short film and analyse it.</li><li>• Learn about short and long durations.</li><li>• Discover which instruments can play short and long sounds.</li><li>• Make a soundtrack using short and long sounds.</li></ul>  <p>'The lion's cage' – a scene from the 1928 film The circus</p>	<p><b>LI: We are learning facts about Buddhism and sorting true and false.</b></p> <p>What have we learnt so far?</p> <p>What symbols can you see?</p> <p>Where are these from? What are they? What religion are they linked to?</p> <p>Look at the fact cards and sort them into either true or false.</p> 	<p><b>Net and wall – Lesson 5</b> <b>LI: We are learning to develop returning a ball using a racket.</b></p> <p>Place a line of cones through the middle of the space to create a 'net'. Split the class into two teams and ask them to stand either side of the net.</p> <p>Place 15 balls randomly on the court.</p> <p>On the teachers' signal, pupils collect a ball that is on their side of the court and underarm throw it to the oppositions side.</p> <p>After they have thrown a ball they must run and touch the line defining the back of their court before re-joining the</p>  <p>game.</p> <p>Keep the ball in the centre of the racket and walk around their partner. When they get back to their start cone they place the racket on the floor, ball on top and run to switch places with their partner. Repeat a few times, changing roles each time. Hold the racket with one hand at waist height.</p>
Art – Kapow	PSHE - Jigsaw	

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## DINOSAUR THEME

To celebrate dinosaurs coming to Wellington, today children will create a lovely artwork of dinosaurs. They will use different coloured paint and cotton balls to stamp around a template of their chosen dinosaur and create wonderful and bright art. They will then colour in their dinosaurs and use sketching techniques to add in their features.



## LI: We are learning to demonstrate problem solving skills when faced with conflict.

Today we will learn how sometimes in life, there are bound to be conflicts, even amongst friends. However, children will know the difference between healthy and unhealthy ways to resolve conflict in order to maintain positive and fulfilling friendships. We will explore different scenarios where conflict is taking place and share our advice to help resolve the situations.

Week beginning 1<sup>st</sup> May 2023  
LI: We are learning to demonstrate problem-solving skills when faced with a conflict.  
 Puzzle: Relationships  
 Piece: 1 2 3 4 5 6

How can we show that we are sorry? |



Can we give them some advice?  
 What would you say to them?

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to notice patterns from a set of data using scientific language.</u></p> <p>This week children will learn all about paper and how it is made. We will go through different</p>	<p><u>LI: We are learning about environmental damage caused by humans and its effects on the earth.</u></p> <p>Look at the different types of environmental damage caused by humans to the earth</p>	<p><u>Teach Computing L3</u></p> <p><u>LI: We are learning to experiment with sound using a computer.</u></p> <p>Children will listen to more of Gustav's compositions and use colour to draw what the</p>

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types of papers and their uses, such as cardboard, tissue paper and newspaper. Then, we will conduct a whole class investigation testing different papers based on their strength, texture and absorbency.

### Types of paper

There are many different types of paper. Each type has different properties and uses.



### Properties of paper

After investigating the properties of papers, record your ordered papers below. Use the useful words to help.

#### Test 1: Strength

least strong \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 most strong \_\_\_\_\_

#### Test 2: Texture

smoothest \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 roughest \_\_\_\_\_

#### Test 3: Absorbency

least absorbent \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 most absorbent \_\_\_\_\_

#### Useful words

- brown paper
- cardboard
- newsprint
- paper towel
- tissue paper



### Vehicles and household energy

Using vehicles and household energy causes an invisible gas called carbon dioxide to be released into the air. Carbon dioxide traps heat, and causes the world to warm up. This is known as global warming.



### Litter

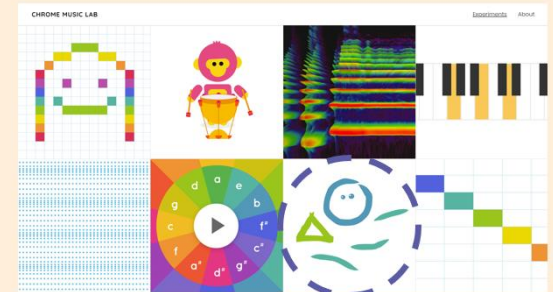
Litter is rubbish, such as paper, cans and bottles left lying in an open place. Animals can eat, become trapped or be injured by litter. Plants are harmed by chemicals that leak into the ground from the litter.

Children to look at the causes and effects of environmental damage.

music reminds them of/makes them feel. For example, drawing spiky shapes for loud music. Then, children will go to Chrome Music Lab and open the Kandinsky page. They will have the opportunity to experiment and make their own sounds, and see what they can deduce on their own.

Next, children will be asked to choose an object in space (stars, satellites, comets, etc.) to create their own musical composition about. They will need to combine notes of different pitches using lines and shapes.

### Chrome Music Lab: Making music with drawings

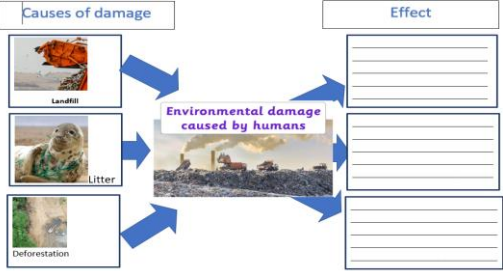


Go to [Chrome Music Lab](#) and click on the drawing.

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	 <p>The diagram illustrates the flow from causes to effects. On the left, under 'Causes of damage', there are three boxes: 'Landfill' (with an image of a landfill), 'Litter' (with an image of a dog surrounded by trash), and 'Deforestation' (with an image of a tree being cut). Blue arrows from these three boxes point to a central box labeled 'Environmental damage caused by humans' which contains an image of a city with smokestacks. From this central box, three blue arrows point to a box on the right labeled 'Effect', which contains three empty horizontal lines for writing.</p>	
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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.

Maths

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

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## 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.



## 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?



Monster Phonics have now launched an online reading platform where you can access Monster Phonic books online.

Scan the QR Code to find a dentist close to you or search find an NHS dentist:



Half term – week beginning Monday 27<sup>th</sup> May