

Weekly Overview of Learning



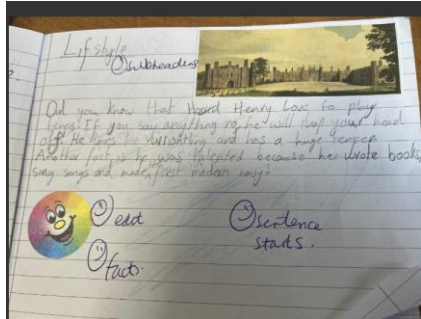
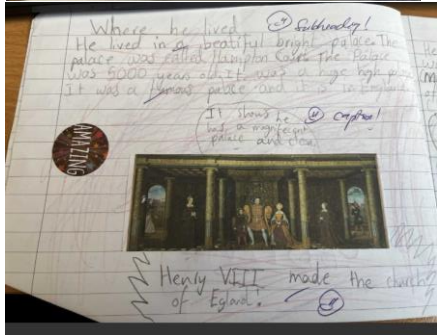
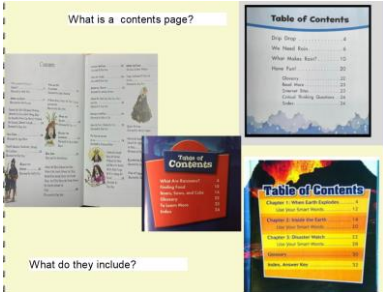
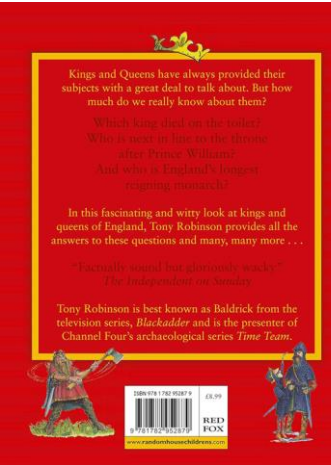
Year Group: Year 2 Week beginning: 14.10.24

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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>Pixl reading assessment paper 1</u>	<u>LI: We are learning to apply our facts to create a nonfiction text.</u>	<u>Pixl reading assessment SPAG and spelling.</u>	<u>LI: We are learning to design a front cover and create a contents page.</u>	<u>LI: We are learning to design a back cover and create a blurb.</u>
Speaking and Listening Focus		Speaking and listening The Language of Description Next happened. Then... happened. happened last. Next... and happened. At the end, happened.		Speaking and listening The Language of Description It / This is... and... This has ... and ... The... is... and... They are... and...	Speaking and listening The Language of Description This makes... so I ... So then I... because... I know... because...
Key vocabulary and Key Blooms higher order thinking questions		Key vocabulary Monarch King Henry the Eighth Facts Fact file Non-fiction book Reign Lifestyle Headings Subheadings Key Questions What is a subheading? What is a heading? How should I layout my information so it is easier to access?		Key vocabulary Features Front cover Eye-catching Title Author Key Questions What is the purpose of a front cover? What features need to be on the front cover? How can I make a front cover eye-catching?	Key vocabulary Back cover Blurb Price Barcode Images Key Questions Why is a blurb needed? What words should your blurb include? Will the reader want to read your book?

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<p>Activities</p>		<p>Henry VIII</p> <p><u>Family</u></p>  <p><u>Lifestyle</u></p>  <p>In this lesson, the children will use the information that they have collected from the previous lesson and start to organise it into their own non-fiction book. They will pick an eye catching heading and subheading. They will then choose what information they have found to be relevant. Finally, the children will then pick the image they would like to use that is suitable for the information they have written about.</p>  		<p>The children will be designing their own front cover. The children will discuss what features need to be included in a front over. For example: a title, name of author, images of what the book is about. The children will also discuss how they can make their book appealing to a reader.</p> <p>The children will also be creating contents psge to inform reader of contents.</p>  <p>Look at contents pages – layout and features.</p>	 <p>Look at features of the back cover.</p> <p>What is a burb? How can we create an exciting blurb? Why is a blurb needed?</p> <p>Children to complete their book with a back cover including blurb.</p>
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<p>Additional Literacy Learning</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
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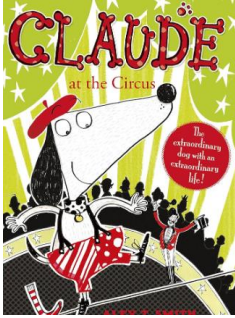
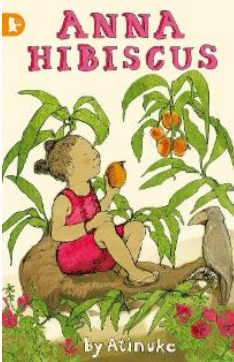
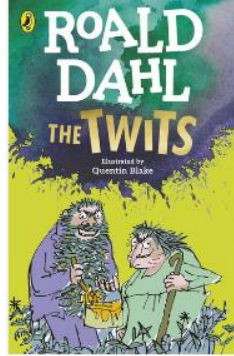
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<p>Phonics</p> 	<p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards. Use random order.</p> <p><u>Fluency Reading</u></p> <p>Words: baking skipped wavy Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach Spelling Rule: 'y' to an 'i'</u></p> <p>Use PPT to teach the 'y' to an 'i' rule when adding suffix -es to nouns and verbs.</p> <p>Activity</p> <p>Children to use whiteboards or exercise books or downloadable sheet to apply 'change y to i' rule and spell the full words. Children read root word (nouns & verbs) and apply the rule to correctly spell the word adding the suffix -est.</p>	<p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards. Use random order.</p> <p><u>Quick Write</u></p> <p>Words: bigger shiny Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><u>Teach Spelling Rule: 'y' to an 'i'</u></p> <p>Use PPT to teach the 'y' to an 'i' rule when adding suffix -ed -er -est -ing</p> <p>Activity</p> <p>Read sentences and add the correct suffix to the underlined root words to change the diary entry into the past tense. Add er and est to the words.</p> <div data-bbox="645 1141 996 1412" style="border: 1px solid orange; padding: 5px;"> <p style="text-align: center; font-size: small;">Adding Suffix 'ed' 'er' 'est' - Change y to i</p> <p style="text-align: center; font-size: x-small;">For words ending in 'y' with a consonant before it, change the 'y' to 'i' and add ed, er or est.</p> <p style="text-align: center; font-size: x-small;">Yellow I has written his diary. He didn't realise that diary writing should be in the past tense. Can you help him add the correct suffix to the underlined words. Don't forget the spelling rule!</p> <p style="text-align: center; font-size: x-small;">My Diary.</p> <p style="text-align: center; font-size: x-small;">I washed and <u>dried</u> my hair. Then I <u>fy</u> an egg. I <u>spy</u> on my friend Angry Red A and then <u>hurry</u> to school. I <u>carry</u> my books on the back of my bike. I <u>try</u> to work hard all day. Miss Oh No thinks that I am great. She says that we should be <u>marry</u>.</p> </div>	<p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards. Use a random order.</p> <p><u>Fluency Reading</u></p> <p>Words: swimming waded scary Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach Blending to Read</u></p> <p>Use PPT to review decodable words using weeks 1-6 target GPCs.</p> <p>Words: badge fudge huge age place rice knock knife gnat gnash wrote wreck wobble cuddle tunnel animal pair pear racing ruled nicer strangest wavy digger skipping carried silliest</p> <p>Activity</p> <p>Use the downloadable 'Word Grid'. These words are in black text. Encourage children to add sound buttons to the words, identifying digraphs/trigraphs</p>	<p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards. Use random order.</p> <p><u>Quick Write</u></p> <p>Words: hottest hiking Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><u>Recap Spelling Rules: Change 'y' to 'i'</u></p> <p>Use PPT to recap the 'change y to i' rules when adding -es -ed, -ing, -est, -er to words ending in y. Can children remember the rules? Is there an exception to the rule? -ing</p> <p>Activity</p> <p>Download the root word and suffix cards. Children read flashcards and make new words by adding a suffix. Record words using the downloadable record sheet, exercise books, individual whiteboards or create new flashcards.</p>	<p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards. Use random order.</p> <p><u>Fluency Read</u></p> <p>Words: bravest dipped clapping Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Blending to Read & Segmenting to Spell</u></p> <p>Show the words on the screen. Children to identify words spelled incorrectly and rewrite. Use whiteboards or exercise books.</p> <p>Activity</p> <p><u>Spelling Review</u></p> <p>Choose one of the following activities to review spellings of CEWs</p> <ol style="list-style-type: none"> 1. Create flashcards using colour coding. 2. Write colour-coded words in exercise book.
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<p>For nouns and verbs ending in y, change the y to i and add es.</p> <p>Nouns 'more than one'</p> <p>lorry _____ nappy _____ city _____ daisy _____ pony _____</p>  <p>Verbs</p> <p>copy _____ tidy _____ try _____ cry _____ marry _____</p> 		<p>within the words.</p> <table border="1"> <tr><td>hedge</td><td>giant</td><td>fancy</td></tr> <tr><td>know</td><td>gnaw</td><td>wrist</td></tr> <tr><td>little</td><td>pencil</td><td>apple</td></tr> <tr><td>hoped</td><td>runny</td><td>hummed</td></tr> <tr><td>cutest</td><td>happier</td><td>berries</td></tr> <tr><td>drying</td><td>lodge</td><td>giraffe</td></tr> <tr><td>knit</td><td>written</td><td>towel</td></tr> <tr><td>baking</td><td>clapped</td><td></td></tr> </table>	hedge	giant	fancy	know	gnaw	wrist	little	pencil	apple	hoped	runny	hummed	cutest	happier	berries	drying	lodge	giraffe	knit	written	towel	baking	clapped		<table border="1"> <tr><td>er</td><td>ed</td></tr> <tr><td>est</td><td>ed</td></tr> <tr><td>ing</td><td>ed</td></tr> </table>	er	ed	est	ed	ing	ed	<p>3. Spelling test</p> <p>Select HFWs/CEWs to focus on for next weeks spelling check</p> <table border="1"> <tr><td>great</td><td>break</td></tr> <tr><td>steak</td><td>find</td></tr> </table>	great	break	steak	find
hedge	giant	fancy																																				
know	gnaw	wrist																																				
little	pencil	apple																																				
hoped	runny	hummed																																				
cutest	happier	berries																																				
drying	lodge	giraffe																																				
knit	written	towel																																				
baking	clapped																																					
er	ed																																					
est	ed																																					
ing	ed																																					
great	break																																					
steak	find																																					

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen</p> 	<p>Chestnut</p> 	<p>Sycamore</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to recall our 2 timetables.</u></p>	<p><u>LI: We are learning to apply our number bonds, adding by making 10 and related facts</u></p>	<p><u>LI: We are learning to explore adding across a 10.</u></p>	<p><u>LI: We are learning to explore subtracting across 10.</u></p>	<p><u>LI: We are learning to subtract a 1-digit number from any multiple of 10 within 100.</u></p>

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<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>2 times table multiplication tables groups of two skip counting intervals</p> <p><u>Key questions:</u> What are the intervals in? What comes next? How many groups of? Can you count backwards and forwards from___?</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>number bonds 10 tens adding</p> <p><u>Key questions:</u> What numbers do you need to add together? How many tens are there in ? What is the multiple of 10 after ? How many ones are there in ?</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>adding across 10s multiples of 10 number lines 1-digit 2-digit</p> <p><u>Key questions:</u> What numbers do you need to add together? • How many tens are there in ? • What do you need to add to get to the next 10?</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>subtracting across 10s multiples of 10 number lines 1-digit 2-digit</p> <p><u>Key questions:</u> How many do you start with? • How many do you need to take away? • What can you partition into? • How many do you need to subtract to get 10?</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>subtracting 1-digit 2-digit bonds less than</p> <p><u>Key questions:</u> How many do you start with? • How many do you need to take away? • What is the bond to 10 for ? • What is less than 10? So what is less than ?</p>
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Activities

IN this lesson, children will be introduced to the two times tables.

They will work on recognising intervals, counting forwards and backwards in twos as well as skipp counting.

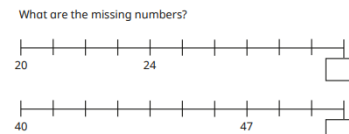
BASELINE Name: _____ Date: _____

5 × 2 = _____	8 × 2 = _____	20 ÷ 2 = _____
7 × 2 = _____	5 × 2 = _____	22 ÷ 2 = _____
8 × 2 = _____	3 × 2 = _____	16 ÷ 2 = _____
4 × 2 = _____	4 × 2 = _____	10 ÷ 2 = _____
3 × 2 = _____	6 × 2 = _____	14 ÷ 2 = _____
9 × 2 = _____	9 × 2 = _____	12 ÷ 2 = _____
11 × 2 = _____	10 × 2 = _____	4 ÷ 2 = _____

In this small step, children add to the next ten using their knowledge of number bonds, adding by making 10 and related facts. They also identify missing numbers in a given calculation using the learning from earlier in the block. For example, to find the missing number in $28 + \square = 30$, they can use the fact that $8 + 2 = 10$

Work out the missing numbers.

▶ $4 + \square = 10$ ▶ $7 + \square = 10$ ▶ $\square + 2 = 10$
 ▶ $10 = 1 + \square$ ▶ $10 = \square + 5$ ▶ $\square + 3 = 10$



The base 10 shows 34

How many tens are there in 34?
 What is the multiple of 10 after 34?
 How many ones are there in 34?
 How many ones do you need to add to get to the next 10?

Now that children can add to the next 10, in this small step they perform additions that cross a 10. The calculations within this step all require children to add a 1-digit number to a 2-digit number, and knowledge of place value, in particular the fact that 10 ones make up 1 ten, is essential prerequisite knowledge and should be reinforced throughout. Links can be made to the learning from an earlier step where children partitioned a 1-digit number to make 10, and this idea can be applied to support working with greater numbers.

The base 10 shows that $38 + 5 = 40 + 3$

Use base 10 to work out the missing numbers.

▶ $29 + 5 = 30 + \square$ ▶ $18 + 4 = 20 + \square$
 ▶ $45 + 7 = 50 + \square$ ▶ $67 + 9 = 70 + \square$

Max is using a Rekenrek to work out $29 + 4$

Why does Max do this?
 What is $29 + 4$?

Use a Rekenrek to work out the additions.

$18 + 6$ $67 + 5$ $75 + 6$ $33 + 9$

So far in this block, children have added and subtracted 1s without crossing a 10 and have added across 10 or a multiple of 10. In this small step, children subtract from 2-digit numbers less than 20 where they are required to cross 10. They use strategies similar to those that they used for addition, partitioning the 1-digit number in order to get to 10 and then subtracting whatever is remaining.

The counters show that $13 - 5 = 10 - 2$

Use counters and ten frames to work out the missing numbers.

▶ $14 - 5 = 10 - \square$ ▶ $18 - 9 = 10 - \square$
 ▶ $13 - 7 = 10 - \square$ ▶ $12 - 8 = 10 - \square$

Sam is using a Rekenrek to work out $15 - 6$

Why does Sam do this?
 What is $15 - 6$?

Use a Rekenrek to work out the subtractions.

$16 - 8$ $15 - 9$ $14 - 7$ $13 - 9$

In this small step, children subtract a 1-digit number from any multiple of 10 within 100. Their knowledge of fact families for number bonds is particularly helpful here. For example, if they are calculating $50 - 6$, they can use the fact that $6 + 4 = 10$, so $10 - 6 = 4$, and so $50 - 6 = 44$

Fill in the missing numbers.

▶ $10 - 4 = \square$ ▶ $10 - 7 = \square$ ▶ $10 - 2 = \square$
 ▶ $10 - 1 = \square$ ▶ $10 - \square = 5$ ▶ $\square = 10 - 3$

The ten frames show 20

Use the ten frames to work out the subtractions.

$20 - 4$ $20 - 7$ $20 - 2$
 $20 - 1$ $20 - 5$ $20 - 3$

What do you notice?

Complete the subtractions.

$20 - 8$ $30 - 8$ $30 - 5$ $30 - 9$

Tiny is working out $40 - 9$

How do you know Tiny has made a mistake?
 Explain the mistake.
 What is $40 - 9$?

Music - Sing Up

The carnival of the Animals

LI: We are learning to listen with concentration.

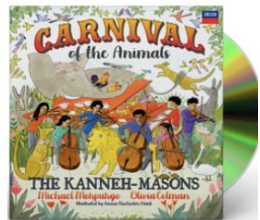
Children will start by listening to a song about animals playing different instruments. The song accumulates, and by the end you'll have a long list of animals and actions including an elephant, dinosaur, crocodile, octopus, and giraffe.

Then, children will learn about a composer called Camille Saint-Saëns. We will listen to his composition and children will listen closely to hear the different musical instruments and animal noises they can hear.

Learn about Carnival of the animals



- Carnival of the animals is called a suite and is made up of 14 small pieces of music called movements.
- 12 of the movements represent an animal.
- The music contains some very famous tunes, like *Twinkle, twinkle, little star*.



RE - Widening Horizons

LI: We are learning to retell the Jewish Creation Story in order.

Today the children will be learning the Jewish Creation story. They will learn how God created the Earth over the span of seven days. Then, they will retell the story and put it in order.

We will learn a song to help us recall the story easier!

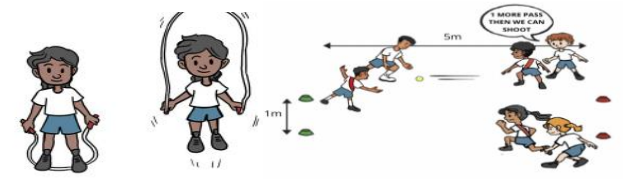
LI: We are learning to recall the Jewish Creation Story.

1	2	3	
On the first day God created	On the second day God created	On the third day God created	
the _____	the _____	the _____	
4	5	6	7
On the fourth day God created	On the fifth day God created	On the sixth day God created	On the seventh day God
the _____	the _____	the _____	_____

PE - Getset4PE

LI: We are learning to apply our fundamental skills to an invasion game.

This week we will be recapping the skills we learnt from the prior week across Invasion Games and Fundamentals. Such activities will include:



Elastic ropes:

In groups of three with a French skipping rope. Two pupils stand 4m apart within the elastic loop. They stretch the elastic rope into a rectangle shape by standing with their feet shoulder width apart. The elastic should start at ankle height. The third pupil starts by standing outside the rope.

Pupils take turns to:

- 1 **Jump in:** jump with both feet together to land inside the elastic. Jump from out to in. Bend your knees to jump and land. Land on the balls of your feet to help you spring upwards.



- 2 **On:** jump to land with both feet on top of the elastic. The left foot lands on the left elastic; the right foot lands on the right elastic. Look forwards, not down to help you to balance.



Art - Kapow

PSHE - Jigsaw

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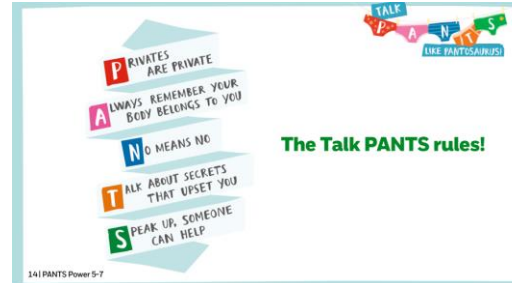
LI: We are learning to apply our skills to creative festive crafts.

Today, children will have lots of fun creating their own pumpkins! This is linked to the autumnal season. Children will paint their paper plates orange and use colourful paper to cut out the pumpkins face.



LI: We are learning to recall and understand the PANTS rule.

Today children will have an informative and well needed lesson on the PANTS rule. They will be reminded how their private parts are sacred and are not allowed to be touched by others. They will listen to the song and we will touch on the reasons why we should not touch others inappropriately and who we can ask for help. Then, children will design their own pants.



Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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LI: We are learning to understand that plants have adaptations that protect them from being eaten by animals.

Within this lesson, children will explore how different plants have adapted to protect themselves from being eaten.

They will work in groups to discuss adaptations as well as explain why this is necessary.

camouflage

chemicals

hairs

prickly leaves

spines

thorns

sheltering animals

stings



firethorn



woolly xanthosia



Agave



Mexican poppy

LI: We are learning to recognise and understand the contribution of black history on our society today.

In honour of Black History month, children will be learning all about the brilliant artist Alma Thomas. She was the first Black woman to have her art showcased in the White House. We will learn all about her background, where she comes from and her achievements. Children will then have the opportunity to create their own artwork, inspired by



Alma's paintings.



LI: we are learning to review our knowledge and learning of IT in and outside of our school.

In this lesson, children will review their work completed this term and complete a group reflective frame of what they have learnt this term.

They will review key vocabulary and share their thoughts.

Drag the images to the place you would be most likely to find them.



Outside

Inside



