

# Weekly Overview of Learning


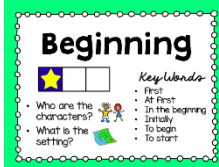

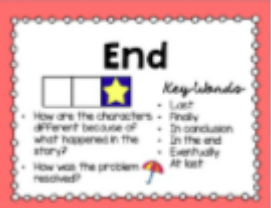

Year Group: Year 2 Week beginning: 18.11.24

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
	<u>LI: We are learning to sequence a story.</u>	<u>LI: We are learning to write the beginning of our Gruffalo story.</u>	<u>LI: We are learning to write the middle of our Gruffalo story.</u>	<u>LI: We are learning to write the end of our Gruffalo story.</u>	<u>LI: We are learning to orally retell a story.</u>
<b>Speaking and Listening Focus</b>	We are learning to orally rehearse our writing.	We are learning to participate in discussions.	We are learning to participate in discussions.	We are learning to use connectives to aid meaning.	We are learning to gain and maintain the interest of the listener.
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key Vocabulary</b> Order Sequence Retell Oracy Connectives</p> <p><b>Key Questions</b> What happened first? What happened in the middle? What happened at the end? Which part was your favourite?</p>	<p><b>Key Vocabulary</b> Order Sequence Retell Oracy Commas Connectives First In the beginning After that</p> <p><b>Key Questions</b> What happened first? What connectives do we use for the beginning of the story?</p>	<p><b>Key Vocabulary</b> Order Sequence Retell Oracy Commas Connectives First Middle In the beginning After that</p> <p><b>Key Questions</b> What happened first? What connectives do we use for the beginning of the story? What happened in the middle of the story? Who did mouse meet next?</p>	<p><b>Key Vocabulary</b> Order Sequence Retell Oracy Commas Connectives Next, Suddenly At the end</p> <p><b>Key Questions</b> What happened in the end? How do you feel about the ending? If you could change the ending, what would you make happen?</p>	<p><b>Key Vocabulary</b> Order Sequence Retell Oracy Pitch Pace Tone Expression</p> <p><b>Key Questions</b> What expression would each character show? Which part of the story are you retelling?</p>

# Weekly Overview of Learning


Year Group: Year 2 Week beginning: 11.11.24

<p><b>Activities</b></p>	<p>In this lesson, the children will be recalling what happened in 'The Gruffalo' story.</p> <p>We will begin the lesson by talking about what a sequence/order is. We will look at different ways you can sequence a story.</p>  <p>The children will then work in partners to order the different parts of the story using connectives.</p> <ul style="list-style-type: none"> <li>First of all, →</li> <li>Next, →</li> <li>After that, →</li> <li>Suddenly, →</li> <li>Just then, →</li> </ul> <p>Finally, the children will endeavour to write these parts of the story into sentences.</p>	<p>Today, the children will use their sequence from yesterday and begin to write their retell of 'The Gruffalo' story.</p>  <p>The children will begin by recalling what happened at the beginning, middle and end of the story.</p> <p>The children will then start to write the beginning of the retelling.</p> <p>We will discuss what connectives would be most appropriate to use at the beginning of the story for example: At the beginning.</p> <p>After that, the children will reread and edit what they have written.</p>	<p>Today, the children will recall the Gruffalo story using their story sequence map. They will then begin to write down the middle of the story using connectives. Children will then orally recall what they have written to their talk partners.</p>  <p>How can we put the middle part of the story into words?</p> <p>Speak it out loud to your partner first.</p> <p><b>What does excellence look like?</b></p> <p><b>Suddenly</b>, a snake saw the mouse and it wanted to eat it! The mouse said he was busy with the Gruffalo so the snake ran away too.</p> <p><b>Now</b>, the mouse saw the Gruffalo! He was very scared! He told the Gruffalo that everyone was afraid of the mouse and to follow him to prove it.</p> <p><b>Eventually</b>, the Gruffalo followed the mouse through the forest. The cunning, sneaky mouse tricked all the animals into being scared of him, when really they were afraid of the Gruffalo behind him!</p>	<p>In this lesson, the children will continue with their 'retell'.</p> <p>They will be focusing on the end of the story.</p> <p>We will be looking at what connectives most suit the end of a retell.</p>  <p>The children will be trying to add as much detail to their retell as possible. For example: Using 'Then, the little, brown mouse travelled back through the deep, dark woods.'</p> <p>Once the children have finished, they will read over their work and make sure they have retold the story in the correct order.</p>	<p>Today, the children will be retelling the story of the Gruffalo to the class.</p> <p>We will begin by getting into groups. We will then organise which group is going to retell which section of the story.</p>  <p>The children will then organise who is going to be what character from the story and will rehearse what they are going to say.</p> <p>For the main part of the lesson, the children will perform their different parts of the story to the rest of the class.</p> <p>We will practise being active speakers and listeners.</p>
--------------------------	---	---	---	---	--

Additional	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
------------	----------	----------	----------	----------	----------


# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

Literacy Learning					
<p><b>Phonics</b></p> 	<p><u>Teach GPCs – w-ar (or) (Tricky)</u> Use PPT or grapheme card to introduce ‘w-ar’.</p> <p>Rule: When ‘ar’ comes after ‘w’ it usually makes the /or/ sound. This is not a common grapheme.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: win an award as a reward!</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-independent method as appropriate.</p> <p>Words: Warm warn forward backward reward award toward wardrobe war quarter swarm</p> <p><u>Reading Questions</u></p> <p>Is it warm at the North Pole? Can cats and dogs win awards? Would you like to play with a swarm of wasps?</p>	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u> Words: watch swap Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><u>Recap GPCs – w-ar (or) (Tricky)</u> Use PPT or grapheme card to introduce ‘w-ar’.</p> <p>Rule: When ‘ar’ comes after ‘w’ it usually makes the /or/ sound.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: win an award as a reward!</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-independent method as appropriate. Words use</p>	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: world squashed Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach GPC – s (zsh) (Tricky)</u> Use PPT or grapheme card to introduce ‘s’.</p> <p>Rule: s saying /zsh/ is always in the middle of a word, it is never the first or last sound. It is often followed by the spelling patterns ure and ual.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: measure the treasure</p> <p><u>Blending to Read</u> Blend to read words using scaffolded-whisper-</p>	<p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u> Words: wasps working Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p> <p><u>Teach GPC – s (zsh) (Tricky)</u> Use PPT or grapheme card to introduce ‘s’.</p> <p>Recap rule: s saying /zsh/ is always in the middle of a word, it is never the first or last sound. It is often followed by the spelling patterns ure and ual.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: measure the treasure</p> <p><u>Blending to Read &amp; Segmenting to Spell</u></p>	<p><u>GPC Review</u></p> <p><u>Review graphemes using PPT or flashcards – repeat in black text.</u> <u>Use random order.</u></p> <p><u>Fluency Reading</u></p> <p><u>Words: words worst wander</u> <u>Encourage fluent independent reading.</u></p> <p><u>Teaching Blending to Read</u></p> <p><u>Encourage children to read the words using whisper blending. Repeat.</u> <u>Can the children build up level of fluency on next read?</u></p> <p><u>Words: warn television warmed treasure wardrobe pleasure forward usual reward casual quarter measure award backward usually</u></p> <p><u>Reading Questions:</u></p>

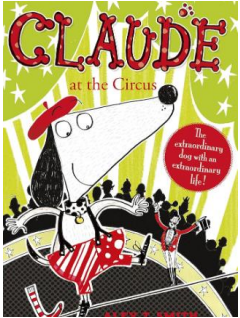
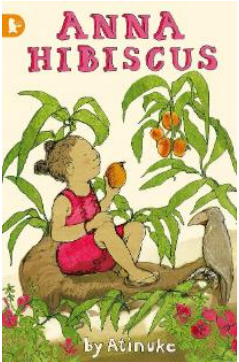
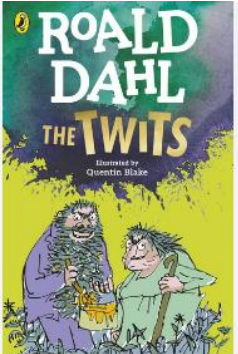
# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

<p><u>Practise Segmenting to Spell</u> Model segmenting to spell.</p> <p>Words: war award reward toward forward backward wardrobe quarter</p> <p>Use exercise book, individual whiteboards or create own flashcards. You may wish to print out pictures for children to select and spell. Use colour coding to highlight grapheme within word.</p> <p><u>Practise Writing Sentences</u> <u>Dictation:</u></p> <p>She got an award at school for working hard. The car moved forwards in the traffic.</p>	<p>various spelling rules taught so far.</p> <p>Words: Suffixes</p> <p>Adding ed: warned rewarded warmed awarded swarmed</p> <p>Adding ing: warning rewarding warming awarding</p> <p>Adding s (verbs) warns warns forwards backwards</p> <p><u>Reading Sentences</u></p> <p>The winner of the race was awarded a gold medal. There was a weather warning for thunder and lightning.</p> <p>Activity:</p> <div data-bbox="645 890 994 1401" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">Blending to read</p> <p style="text-align: center;">Missing w-ar words</p> <p style="font-size: x-small;">Read the sentences and fill in the missing w-ar words to complete Tricky's Hide and Seek poem.</p> <p>Go _____ . ➡</p> <p>Go _____ . ⬅</p> <p>Getting _____ .</p> <p>Getting colder.</p> <p>But here is the _____ .</p> <p>Don't bump your head!</p> <p>The winner gets a _____ with an _____ .</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-size: x-small;">warmer      warning      reward</p> <p style="font-size: x-small;">forwards      backwards      award</p> </div> <p style="font-size: x-small; text-align: right;">Makoln'at'uhf P'uh'eh: 'i'k'k'u</p> </div>	<p>independent method as appropriate.</p> <p>Words: treasure pleasure measure leisure television usual usually casual vision closure visual</p> <p>Different to rule: Asia</p> <p><u>Reading Questions</u> Can you measure a ship with a fish? Do you usually sleep in a wardrobe? Is there a road closure near school?</p> <p><u>Practise Segmenting to Spell</u> Model segmenting to spell.</p> <p>Words: treasure measure television vision closure visual</p> <p>Use exercise book, individual whiteboards or create own flashcards. Use colour coding to highlight grapheme within word.</p> <p><u>Practise Writing Sentences</u> <u>Dictation:</u> They watched the cartoon on the television. I usually measure with a rule</p>	<p>Show the words on the screen. Children to identify words spelled incorrectly and rewrite. Use whiteboards or exercise books.</p> <p>Words: warn television award usual treasure forward wor leisure quarter measur towards backwards pleasure rewardid usuallee wardrobe</p> <p><u>Reading Sentences</u></p> <p>It was a pleasure to meet you. In my leisure time I like to go for long walks.</p> <div data-bbox="1429 826 1787 1353" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: x-small;">Read and Match</p> <p style="font-size: x-small;">Read the clues and match them to the correct picture.</p> <p><u>Clue 1:</u> At work I measure and make things. I usually spend time drilling, hammering and fixing things together.</p> <p><u>Clue 2:</u> I look for treasure all over the world in my ship. Finding gold and jewels gives me lots of pleasure.</p> <p><u>Clue 3:</u> My job is to stop traffic if there is a road closure. I wear a yellow jacket so everyone can see me.</p> <p><u>Clue 4:</u> You can usually see me on television. I read the news and tell you what is happening all around the world.</p>  </div>	<p><u>Can you watch a television facing backwards?</u> <u>Should you give a warning about a swarm of bees?</u> <u>Do you usually keep your clothes in a wardrobe?</u></p> <p><u>Practise &amp; Apply</u> <u>Spelling Review</u></p> <p><u>Choose one of the following activities to review spellings using this week's graphemes.</u></p> <ol style="list-style-type: none"> <li>1. <u>Create flashcards using colour coding.</u></li> <li>2. <u>Write colour-coded words in exercise book.</u></li> <li>3. <u>Spelling test</u></li> </ol>
--	--	--	--	---

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

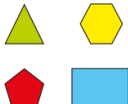
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen</p> 	<p>Chestnut</p> 	<p>Sycamore</p> 

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to recall properties of 2D and 3D shapes.</u></p>	<p><u>LI: We are learning to explore and count sides on 2D shapes.</u></p>	<p><u>LI: we are learning to investigate and Count vertices on 2-D shapes.</u></p>	<p><u>LI: we are learning to make and draw 2D shapes with accuracy.</u></p>	<p><u>LI: we are learning to understand vertical lines of symmetry.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u>                      shapes                      2D                      3D                      properties</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u>                      shapes                      2D                      3D                      properties                      sides</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u>                      shapes                      2D                      3D                      properties                      sides                      vertices</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u>                      shapes                      2D                      3D                      properties                      sides                      vertices                      polygon</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u>                      shapes                      2D                      3D                      properties                      sides                      polygon                      lines of symmetry                      symmetrical</p> <p><u>Key Questions:</u></p>





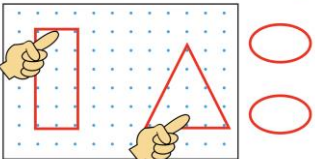
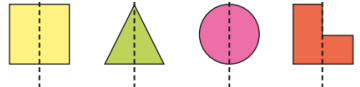
# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

	<p>What is the difference between a 2-D and a 3-D shape?          What is the name of this shape? How do you know?          What 2-D shapes can you see on this 3-D shape?          How do you know that this shape is a ?</p>	<p>What is a side?          How can you count the sides of a shape accurately?          How many sides does a have?          Does a shape with sides always look the same? Can you think of some examples?          What is the name of a shape with sides?          How many triangles/squares/pentagons can you make with 15 lolly sticks?</p>	<p>What is a vertex?          How can you count the vertices of a shape accurately?          How many vertices does a have?          Does a shape with vertices always look the same? Can you think of some examples?          What is the name of a shape with vertices?          How many sides does this shape have? How many vertices does it have?          What do you notice?</p>	<p>How can you make the 2-D shape using straws and modelling clay?          How can you change your shape to a different one?          How can you accurately draw a ?          How do you know you have drawn a ?          Is there more than one way to draw a ?          Can you draw a polygon without a ruler? Why/why not?</p>	<p>What does “symmetrical” mean?          How do you know if a shape is symmetrical?          How can you use a mirror to help you?          Is the shape the same on both sides?          How do you know that this shape does/does not have a vertical line of symmetry?          How can you be accurate when you are drawing a vertical line of symmetry?</p>
<p><b>Activities</b></p>	<p>Children begin this block by recapping their understanding of shape from Year 1 Before learning about the properties of shapes, children need to recognise and name both 2-D and 3-D shapes and differentiate between them. They should begin to understand that 2-D shapes are flat and that the manipulatives they handle in class are representations of the shapes. Children should be able to recognise both standard and nonstandard representations of 2-D and</p>	<p>Children explore in more detail the properties of 2-D shapes, starting by counting the number of sides. Children need to know that the sides of a shape are the straight lines that form its outline. They should have experience of feeling models of the shapes and running their fingers along each side as they count.</p> <p>Complete the sentences.</p>  <p>The triangle has _____ sides.          The rectangle has _____ sides.          The pentagon has _____ sides.          The _____ has _____ sides.</p>	<p>Children count vertices on 2-D shapes. This is the first time that children have encountered the terms “vertex” and “vertices”. They should understand that a vertex is formed where two sides meet, and “vertices” is used when referring to more than one vertex. Children may already know these as being a corner or corners, but should be encouraged to use the correct terminology from this point on. Children should notice that a shape has the same number of sides as it has vertices. As</p>	<p>In this small step, children use their knowledge of the properties of shapes to accurately draw 2-D shapes. Children begin by using straws and modelling clay to explore how to make shapes before using dotted and squared paper to draw them using a pencil and ruler. When making shapes, children should be encouraged to consider what the straws represent (sides) and what the modelling clay represents (vertices).</p>	<p>In this small step, children are introduced to the concept of vertical lines of symmetry. Show children symmetrical pictures and ask them to think about what “symmetrical” means. They could identify that a shape is symmetrical when both sides are the same. Give them shapes that they can cut out and fold to identify the shapes that have a vertical line of symmetry. After this, they look at shapes with a mirror line drawn to help identify whether a shape has a vertical line of symmetry. They could then draw their own mirror line or use mirrors to</p>

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

<p>3-D shapes. For example, they should notice that there is no such thing as an 'upside down triangle'; instead, it is just a triangle in a different orientation.</p> <p>Here are some shapes.</p>  <p>Which of the shapes are 2-D? Which of the shapes are 3-D? Can you find any other 2-D and 3-D shapes in your classroom?</p>		<p>with the previous step, children should be able to feel the shape when counting the vertices and be taught efficient strategies for counting. Children count vertices of standard and non-standard versions of shapes and use this to identify and name shapes.</p> <p>Which shapes have 7 vertices?</p>  <p>How did you count the vertices?</p>	<p>Use a geoboard and elastic bands to make 2-D shapes.</p>  <p>What other shapes could you make?</p>	<p>identify shapes with a vertical line of symmetry.</p> <p>Which shapes have a vertical line of symmetry?</p>  <p>How do you know if a shape has a vertical line of symmetry?</p>
--	--	--	--	---

Music - Sing Up

RE - Widening Horizons

PE - Getset4PE

**LI: We are learning to explore birdsong using instruments.** Continued from last week.

## 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



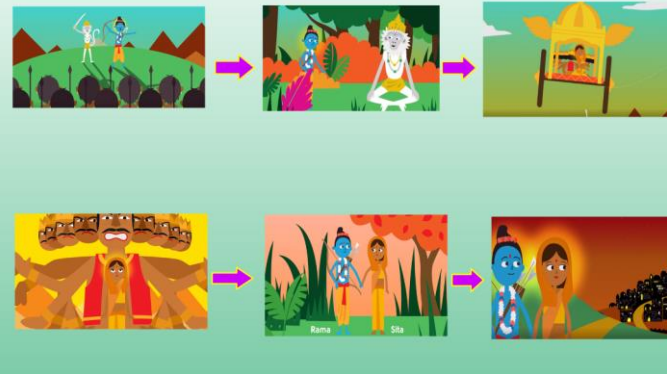
In this lesson, children will learn to -

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.

**LI: We are learning to explain and sequence the story of Rama and Sita.**

In this lesson, children will read a story about Rama and Sita and then sequence the main parts of the story in pairs.

## Are these pictures in the correct order?



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Team Building Lesson 3

**LI: We are learning to create a plan to solve challenges.**

**Social: To make sure that all of my team are included.**

**Emotional: To try my best.**

**Thinking: To identify what we did well as a team and how we could improve.**

30  
Mins

## Skill Development

Pass the ship:

**A** The whole class stands holding hands in a circle. There are four different coloured hoops placed over linked hands at different points in the circle. The task is to pass the hoops around the circle without breaking hands. Note the time it takes for the hoops to return to their starting positions.

**B** Q: How were you successful? Share ideas and repeat the task, challenging pupils to try to beat their time.

Watch as you pass the hoop to the next person, it may help if you lift your hand high as they try to get it over their head.

**C** In teams of five with one hoop. Pupils stand in a circle and hold hands. Pupils must get the hoop to travel all the way around the circle and back to the start without letting go of their hands. Which group is the fastest?

Make this harder by blindfolding one member of the team.



## Target Games Lesson 3

**LI: We are learning to develop striking to a target.**

**Social: To congratulate others.**


**Emotional: To manage my emotions when playing games.**

**Thinking: To comprehend how power affects distance.**



# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

		<p>Set my target:</p> <p>In pairs with one golf club, one ball and two cones. Pupils practise striking a ball.</p> <p><b>A</b> Demonstrate how to hit the ball over a short distance.</p> <p>Both hands at the top of the club. Non-dominant at the top, dominant just underneath. Stand sideways to the ball, feet shoulder width apart. Straight arms, small swing backwards and forwards with golf club finishing in the direction you want the ball to go.</p>  <p><b>B</b> One pupil sets the target up by placing one cone down as a start cone and then choosing to place the target cone no more than eight steps away. The hitter starts at the start cone and hits the ball, aiming to hit the target cone in the least amount of hits possible. Pupils swap roles and repeat a few times.</p> <p>Make sure no-one is near you as you hit. Vary the distance that you set your target to challenge your partner. Be honest in the score you get.</p>
--	--	---

## Art - Kapow

**LI: We are learning to explore and create texture using paint.**

This week children will be learning about texture and creating textured patterns. They will use paint and discuss their ideas learnt so far when colour mixing.

## PSHE - Jigsaw

**LI: We are learning to explore how to cross the road safely.**




This week children will take part in Road Safety Week and explore how to cross safely.

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

Today, we are going to create texture using paint.  
TPS: What does the word **texture** mean?

How would you describe the texture of these natural objects?






✓ How would you describe the colour? (Encourage the children to use descriptive language. Is it bright red? orangey red? Is it a primary or secondary colour?)


✓ How would you describe the texture? (They might suggest things like bobbly, rough or prickly; encourage them to be precise.)

## The Green Cross Code


Think




Stop and wait




Look and listen




Stop and wait




Look and listen



Cross safely





Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>LI: We are learning to identify what we already know and want to find out about human survival.</u></b></p> <p>Children will complete what they know and want to find out about Human Survival using their thinking frame.</p>	<p><b><u>LI: We are learning to explain why royal residences are significant.</u></b></p> <p>In This lesson, children will learn about the different royal residences in the UK.</p> <p>They will read and discuss their past and how they are used today.</p>	<p><b><u>LI: We are learning to explore what makes a good photograph.</u></b></p> <p>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 and explore what makes a good photograph.</p>



# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 11.11.24

## Homework



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

Reading and spelling.	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
-----------------------	-------	---

### 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 these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.



### 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?

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.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags every day!

**Reading Café dates for specific classes- please see the classroom door.**