

# Weekly Overview of Learning

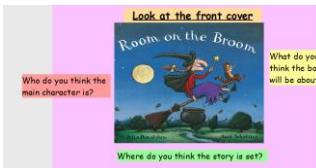




Year Group: Year 2 Week beginning: 2.12.24

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

| <u>English Reading and Writing</u>                                   | Monday  | Tuesday   | Wednesday  | Thursday   | Friday   |
|--|---|---|--|--|--|
|  | <u>LI: We are learning how to make predictions based on what we have read so far.</u>   | <u>LI: We are learning to compare similarities between two texts.</u>   | <u>LI: We are learning to compare differences between two texts.</u>   | <u>LI: We are learning to identify adjectives to describe a character.</u>   | <u>LI: We are learning to apply adjectives to a character description.</u>   |
| <b>Speaking and Listening Focus</b>                                  | We are learning to speak in full sentences.<br><br>I predict... because...<br><br>I can see... I think...   | We are learning to listen and make contributions.<br><br>The texts are similar because...<br><br>Likewise,... Similarly,...<br><br>Also, both texts have...   | We are learning to give an opposing opinion to a topic.<br><br>The texts are different because... whereas...<br>This text has XXX on the other hand this text has...   | We are learning to use a range of different sentences.<br><br>The stripy, ginger cat jumps merrily.<br>An expanded noun phrase is...<br>The dog has... _____.  | We are learning to use adverbs and adjectives.<br><br>The dragon has _____.<br><br>_____, _____ witch.   |
| <b>Key vocabulary and Key Blooms higher order thinking questions</b> | <b>Key Vocabulary:</b><br>Prediction<br>Inference<br>Comprehension<br>Full sentences<br>Explanation<br><br><b>Key Questions:</b><br>-What is a prediction?<br>-What features can we identify on the front cover?<br>-What do you think might happen next? | <b>Key Vocabulary:</b><br>Compare<br>Conjunctions<br>Similarities<br>Both<br>Same<br>Also<br>Likewise<br><br><b>Key Questions:</b><br>-What is a similarity?<br>-What similarities can you name?<br>-What conjunction should we use when we are talking about similarities? | <b>Key Vocabulary:</b><br>Compare<br>Conjunctions<br>Differences<br>On the other hand<br>Whereas<br>However<br>But<br><br><b>Key Questions:</b><br>-What is a difference?<br>-What differences can you name?<br>-What conjunction should we use when we are talking about differences? | <b>Key Vocabulary:</b><br>Adjectives<br>Expanded noun phrases<br>Character description<br>Appearance<br>Personality<br>Verbs<br>Adverbs<br><br><b>Key Questions:</b><br>-What is an adjective?<br>-What is an expanded noun phrase?<br>-How can we describe how the character looks?<br>-Can we describe how the | <b>Key Vocabulary:</b><br>Adjectives<br>Expanded noun phrases<br>Character description<br>Comparison<br>Similarities<br>Differences<br><br><b>Key Questions:</b><br>-How can we describe these characters?<br>-How can we compare these characters?<br>-Which adjectives are most appropriate to describe which character? |


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































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|                          |   |   |  | <p>character moves?</p>  |  |
| <p><b>Activities</b></p> | <p>This week, we are beginning to look at our new text 'Room on the broom' by Julia Donalson.</p> <p>We will be making predictions based on the front cover e.g. who might the main character be? How do you know? What do you predict the book will be about?</p>  <p>We will then be reading half the book and making predictions about how we think the book will end and what might happen.</p> | <p>Today, we will be finishing reading 'Room on the Broom' and recapping 'The Gruffalo'.</p> <p>We will discuss the similarities between the books, such as rhyming words etc. Other examples:</p> <ul style="list-style-type: none"> <li>-The Witch and the Gruffalo both have a wart on their nose but they are different colours.</li> <li>-Both books have animals in them.</li> <li>-The Gruffalo and the Witch are both terrified of something else.</li> </ul>  <p>The children will aim to use connectives and conjunctions to connect their ideas.</p> | <p>We will begin this lesson by recapping their similarities we collected in the previous lesson.</p> <p>We will now move onto to talk about the differences between the stories and the characters.</p> <p>Examples of differences:</p> <ul style="list-style-type: none"> <li>-Gruffalo has long horns and huge ears and the Witch has a long nose.</li> <li>-The Witch is magical and the Gruffalo is not.</li> <li>-The Witch is kind but the Gruffalo is unkind/unfriendly.</li> </ul>  <p>The children will aim to use connectives and conjunctions to connect their ideas.</p> | <p>In this lesson, the children will be using their prior knowledge of using adjectives and expanded noun phrases.</p> <p>They will be choosing a character from the story 'Room on the Broom'.</p>  <p>They will be writing descriptive sentences about these character's looks, personality and the way they move.</p> | <p>In this lesson, the children will be using their knowledge of adjectives, expanded noun phrases, adverbs and conjunctions.</p> <p>We will be comparing the dragon and the witch.</p>  <p>We will begin by sorting adjectives that belong to the witch and the dragon. We will then put these adjectives into comparative sentences.</p> |

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| <p>Weekly 27 - December 2024<br/>         (L) We are learning to make predictions based on what you have read.<br/>         Teacher reason: [No response]<br/>         Do you think there is a mean character? [No response]</p> <p>Independent Class Teacher Teaching Assistant</p> <ol style="list-style-type: none"> <li>Based on the front cover, what do you predict the book will be about? Why?</li> <li>Who do you think the main character will be?</li> <li>Page 7. Why does the witch go down?</li> <li>How do you think the witch is feeling when she goes down?</li> <li>What do you think will happen next in the story?</li> <li>How do you predict the story will end?</li> </ol>  |  |  |  |  |  |
|---|--|--|--|--|--|

| Additional Literacy Learning   | Lesson 1   | Lesson 2   | Lesson 3  | Lesson 4   | Lesson 5  |   |   |  |   |   |   |  |  |  |   |   |  |
|--|--|--|---|--|---|---|---|--|---|---|---|--|--|--|---|---|--|
| <p><b>Phonics</b></p>  | <p>This week, we will recap sounds we found tricky when taking our PIXL GPS test. The first sound we will be focusing on is the /v/ sound at the end of the words.</p> <table border="1" data-bbox="257 997 571 1428"> <tr> <td><br/>Glove</td> <td><br/>Sleeve</td> <td><br/>Olive</td> </tr> <tr> <td><br/>Dove</td> <td><br/>Love</td> <td><br/>Five</td> </tr> <tr> <td><br/>Drive</td> <td><br/>Move</td> <td><br/>Wave</td> </tr> <tr> <td><br/>Dive</td> <td><br/>Shave</td> <td><br/>Above</td> </tr> </table> | <br>Glove | <br>Sleeve | <br>Olive | <br>Dove | <br>Love | <br>Five | <br>Drive | <br>Move | <br>Wave | <br>Dive | <br>Shave | <br>Above | <p>Today we will be recapping words ending in -y, which make the Green Froggy sound, such as silly.</p> <div data-bbox="660 965 907 1332"> <p>family</p> <p>fairy</p> <p>lady</p> <p>baby</p> </div> <p>The teacher will go over flashcards using the -y sound</p> | <p>In this lesson, children will recap adding -s and -es to words (plural of nouns and the third person singular of verbs)</p> <p>We will recap that plural means more than one. We will then go over the suffix rule of changing</p> | <p>In today's lesson, we will revisit adding the suffix -er and -est to adjectives where no change is needed in the root word, for example 'longest'.</p> <div data-bbox="1444 997 1803 1220">  <p>big bigger biggest</p> </div> <p>We will learn how adding -er or -est is added to adjectives to compare. We will explore different examples of this.</p> | <p>Today we will go over the spelling rule of <b>S27 - the /s:/ sound spelt a before l and ll</b></p> <p>An example of this is small.</p> <p>Best Friends</p> <p>All day we walk and talk,<br/>Always we talk and walk.</p>  <p>Play games in the school hall,<br/>Pretend to make a phone call,<br/>Talk about the football,<br/>Go and climb the big wall,<br/>Both of us are so tall,<br/>Careful that we don't fall.</p>  <p>All day we walk and talk,<br/>Always we talk and walk.</p> <p>We will look at this poem</p> |
| <br>Glove           | <br>Sleeve  | <br>Olive |   |  |   |   |   |  |   |   |   |  |  |  |   |   |  |
| <br>Dove            | <br>Love  | <br>Five  |   |  |   |   |   |  |   |   |   |  |  |  |   |   |  |
| <br>Drive           | <br>Move  | <br>Wave  |   |  |   |   |   |  |   |   |   |  |  |  |   |   |  |
| <br>Dive            | <br>Shave   | <br>Above |   |  |   |   |   |  |   |   |   |  |  |  |   |   |  |

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We will recap some words with the v sound and then children will write sentences using these words into Monster Phonics books.

and will practice sounding out with the class. Children will then make their own flashcards in Monster Phonics books.

words using the plural -s and -es.

| -s                                       | -es  |
|--|--|
| When making regular nouns plural, add -s | If the singular noun ends in -s, -ss, -sh, -ch, -x, -z or -o add -es |
| cat → cats                               | ✓ dress → dresses  |
| house → houses                           | ✓ catch → catches  |
| flower → flowers                         | ✓ fox → foxes  |

Children will then complete a worksheet changing singular

nouns to plural.

### Make It Plural

| Singular | Plural |
|----------|--------|
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |
|          |        |

long  
longer  
longest

Children will then complete a mini quiz adding the correct suffix.

1. Complete the following boxes.

slow  slowest

2. Complete the following boxes.

heavy

3. Can you add the correct adjective to this sentence?

Kate is \_\_\_\_\_ than Junaid.  
short / shorter / shortest

4. Can you add the correct adjectives to this sentence?

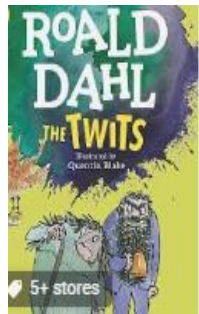
The dog is \_\_\_\_\_ than the cat but \_\_\_\_\_ than the elephant.  
bigger / biggest / smallest / smaller

and highlight the words with the sound. Children will then write sentences in their books using the sound.

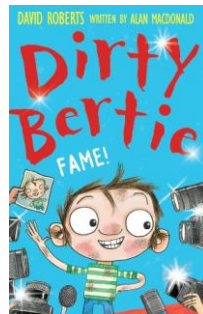
The /ɔ:/ sound spelt a before l and ll.

Class Text – Reading Aloud 10-15 mins each day

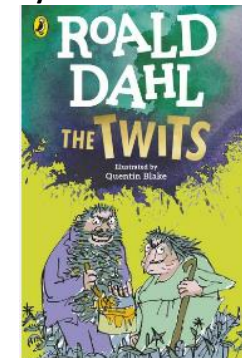
Aspen



Chestnut



Sycamore



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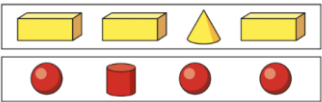
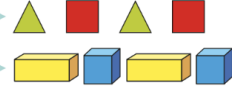


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| Maths  | Lesson 1   | Lesson 2  | Lesson 3   | Lesson 4  | Lesson 5   |
|--|--|---|--|---|--|
|  | <p><u>LI: We are learning to sort 3D shapes.</u></p>   | <p><u>LI: we are learning to make patterns with 2D and 3D shapes.</u></p>   | <p><u>LI: we are learning to review our understanding of 2D and 2D shapes</u></p> <p><u>LI: we are learning to explore what we already know about money.</u></p>   | <p><u>LI: We are learning to count money in pence.</u></p>  | <p><u>LI: we are learning to count money in pounds £.</u></p>  |
| <p><b>Key vocabulary and key questions</b></p> | <p><b>Key Vocabulary</b><br/>3D<br/>shapes<br/>sorting</p> <p><b>Key Questions</b><br/>How can you sort these shapes?<br/>How do you know this shape is in the correct group?<br/>Which shape is the odd one out?<br/>Why do some shapes go into the same groups?<br/>Is there another way to sort</p> | <p><b>Key Vocabulary</b><br/>2D<br/>3D<br/>shapes<br/>patterns<br/>repeating<br/>symmetrical</p> <p><b>Key Questions</b><br/>What shapes can you see in the pattern?<br/>Which shapes are repeating?<br/>What would be the next shape in the pattern?<br/>What would be the shape after that?<br/>What would the 10th shape be?</p> | <p><b>Key Vocabulary</b><br/>2D<br/>3D<br/>shapes<br/>vertices<br/>edges<br/>sides<br/>symmetrical<br/>money<br/>pence</p> <p><b>Key Questions</b><br/>What is a vertex?<br/>What is a side?<br/>What are the properties of a cube?<br/>Which 2D shapes make a cuboid?<br/>How many curved faces does a cylinder have?</p> | <p><b>Key Vocabulary</b><br/>money<br/>pence<br/>worth<br/>adding<br/>subtracting<br/>5p<br/>coin</p> <p><b>Key Questions</b><br/>What is this coin worth?<br/>Which coin is worth more?<br/>How many are there?<br/>What is the total value of 1p/2p/5p/10p coins?<br/>How does counting in 2s help you to count in 20s?<br/>How much money is there altogether?</p> | <p><b>Key Vocabulary</b><br/>money<br/>pence<br/>coin<br/>pounds<br/>worth<br/>adding<br/>subtracting<br/>£5</p> <p><b>Key Questions</b><br/>What is this coin/note worth?<br/>Which coin/note is worth more?<br/>How many are there?<br/>What is the total value of £1/£2 coins?<br/>What is the total value of £5/£10/£20/£50 notes?<br/>How much money is there</p> |

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|                          | these shapes?<br>Which other shapes can go into this group?  | Is the pattern repeating or symmetrical?  |  | Which coins did you count first?  | altogether?<br>Which did you count first?  |
|--------------------------|--|---|--|---|--|
| <p><b>Activities</b></p> | <p>In this small step, children sort 3-D shapes in a variety of ways, including using the properties they learnt earlier in the block.</p> <p>Children begin by sorting a range of everyday objects, looking at groups of shapes and identifying the odd one out.</p> <p>Children explore sorting shapes into a range of different groups and thinking about how some shapes have been sorted.</p> <p>They may notice that some shapes go into similar groups, for example a cube and a cuboid, and could think about the reasons behind this.</p> <p><small>In each group, what is the name of the shape that is the odd one out?</small></p>  | <p>In this small step, children use their understanding of 2-D and 3-D shapes to identify and create patterns.</p> <p>Children need to be able to identify and name shapes to help them describe the patterns accurately. They look at patterns made up of only 2-D or only 3-D shapes, before looking at patterns that are made up of both.</p> <p><small>Draw the next two shapes in each pattern.</small></p>  <p><small>What is the 10th shape in each pattern?</small></p> <p><small>Continue the pattern.</small></p>  <p><small>What are the names of the shapes in the pattern?</small></p> | <p>In this lesson, children will complete a mini quiz relating to their learning in this unit of work.</p> <p>Children will have the opportunity to discuss and consolidate their learning.</p> <p><b>1 Match each shape to its name.</b></p>  <p><small>pyramid   cylinder   triangular prism   cone</small></p> <p>They will then complete a diagnostic quiz on money which will be the next unit of study.</p> | <p>In this small step, children count money in pence. They should be able to recognise coins based on their real-life experience, as well as earlier learning in Year 1, but may need a quick recap on each coin and its value.</p> <p>They may need to be formally introduced to the term “worth” and its meaning in this context.</p> <p>Although children may have seen values written as, for example, “5p” meaning 5 pence, some might need to be explicitly introduced to this notation. Children use their knowledge from place value and addition and subtraction to find the total value of a set of coins, with all answers being less than £1. They should be able to count up in 1ps, 2ps, 5ps and 10ps, and use related facts to count up in 20ps, as well as finding the total of a mixed set of coins. Children do not need to convert between pounds and pence,</p> | <p>In this small step, children count money in pounds. They should be able to recognise both notes and coins based on their real-life experience, as well as earlier learning in Year 1, but may need a quick recap on each note or coin and its value. Although children may have seen values written as, for example, “£5”, meaning 5 pounds, some might need to be explicitly introduced to this notation. Children use their knowledge from place value and addition and subtraction to find the total value of a set of notes and coins. All answers will be less than £100. They should be able to count up in £1s, £2s, £5s and £10s, and use related facts to count up in £20s, as well as being able to find the total of mixed sets of notes and coins. Children do not need to count beyond 100, so while they must be able to recognise a £50 note and know that two £50 notes are £100, they do not need to go beyond this.</p> |



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|  |  |  |  | <p>so while they must be able to recognise a 50p coin, they do not need to count up in 50ps.</p> <p>How much money is in each box?</p>  | <p>Count the money.</p>  <p>Complete the sentences to count the money.</p>  <ul style="list-style-type: none"> <li>▶ There is _____ £50 note.</li> <li>▶ The total value is £ _____</li> <li>▶ There are _____ £1 coins.</li> <li>▶ The total value is £ _____</li> <li>▶ There is £ _____ altogether.</li> </ul> |
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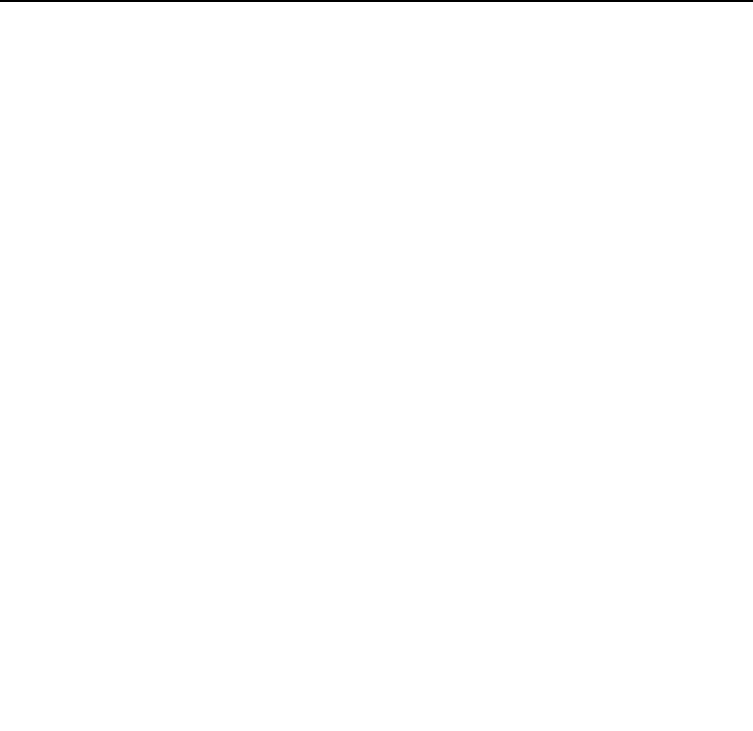
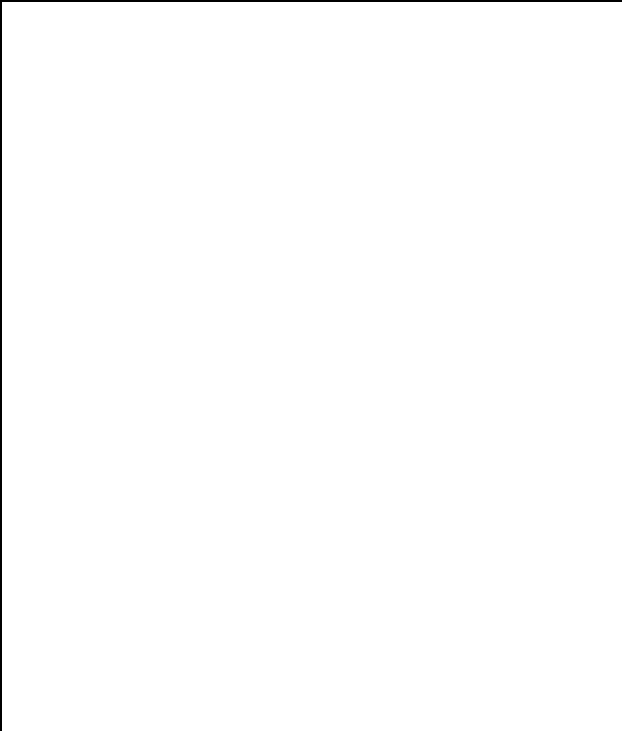
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| Music - Sing Up  | RE - Widening Horizons  | PE - Getset4PE  |
|--|---|---|
| <p><b><u>LI: We are learning to perform improvised solos over a shimmering accompaniment.</u></b></p> <p>Carried over from last week, over two weeks</p> <p>This week, the children will -</p> <ul style="list-style-type: none"> <li>• Listen to The lark ascending by Ralph Vaughan Williams.</li> <li>• Perform improvised solos over a shimmering accompaniment.</li> <li>• Structure different ideas together to make one big piece.</li> <li>• Perform our class bird-inspired composition.</li> </ul> <div data-bbox="125 807 642 1070"> <p><b>The lark ascending</b></p> <p>One of the most famous pieces of music inspired by a bird was written by an English composer called Ralph Vaughan Williams.</p> <p>It describes a lark flying high in the sky, looking down at the world.</p> <p>Listen and try to imagine the lark rising up to a clear blue sky.</p> <p><small>by Ralph Vaughan Williams. Performed by David Nolan (violin) and the London Philharmonic Orchestra, conducted by Vernon Handley.</small></p> </div> <div data-bbox="125 1118 696 1414"> <p><b>Check our progress: how did we do?</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Can we invent simple patterns using voices, body percussion, and instruments?</li> <li><input checked="" type="checkbox"/> Can we follow signals given by a conductor/leader?</li> <li><input checked="" type="checkbox"/> Can we structure ideas into a bigger piece?</li> <li><input checked="" type="checkbox"/> Can we improvise solos using instruments?</li> </ul> </div> | <p><b><u>LI: We are learning to explore what a mandir is and why this is important to Hindus.</u></b></p> <p>In this lesson, children will explore what a mandir is. They will investigate the inside using videos and pictures and discussions with those who have visited a mandir before.</p> <p>They will then complete their own work showing what they have learnt from the lesson.</p> <p><b><u>LI: We are learning to explore what a mandir is and why this is important to Hindus.</u></b></p> <div data-bbox="734 600 1267 979"> <p><b>Where do Hindus go to worship?</b></p> <p>Click the link to find out more!</p> </div> <div data-bbox="734 1018 1267 1430"> <p><b>All About Hindu Mandirs and Worship</b></p> <p>A mandir is a place where Hindus go to worship. Hindus are people who follow the Hinduism religion. At a mandir, there are shrines for different Hindu gods and goddesses, also known as deities.</p> <p>Did you know</p> </div> | <p><b><u>Team Building (CT) Lesson 4</u></b></p> <p><b><u>LI: We are learning to communicate effectively and develop trust.</u></b></p> <p>In this lesson children will develop the skills to -</p> <div data-bbox="1487 448 2136 644"> <p><b>Social: To place trust in others.</b></p> <p><b>Emotional: To be confident to lead others.</b></p> <p><b>Thinking: To understand the task and provide clear instructions to help complete it.</b></p> </div> <p>Where to?</p> <p>Place a number of cones around the space. In pairs with one blindfold. Pupil A is blindfolded. Pupil B must guide their partner to a specified cone.</p> <ol style="list-style-type: none"> <li>Once blindfolds are on, the teacher holds up a coloured cone. Pupil B's guide their partner to each of the cones matching that colour using their voice. After a few minutes, change roles.</li> <li>Repeat the challenge. This time, pupils must guide their partner to the relevant cones and step over it once they arrive. Make this harder by asking pupils to step sideways over the cone.</li> </ol> <p>Talk to your partner using clear directions such as forwards, stop, backwards etc. to help to support guide them. The pupil guiding is responsible for their partner's safety. Be sensible in the instructions you give to keep your partner safe.</p> <div data-bbox="1711 727 1883 895"> </div> |
|  |   | <p><b><u>Target Games Lesson 4</u></b></p> <p><b><u>LI: We are learning to apply the appropriate skills to target games.</u></b></p> <p>In this lesson children will develop the skills to -</p> <div data-bbox="1487 1219 2136 1417"> <p><b>Social: To show kindness towards others.</b></p> <p><b>Emotional: To show honesty when playing games.</b></p> <p><b>Thinking: To consider how much power to use for each activity.</b></p> </div>  |



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**Game 1: croquet:**

Equipment: 4 tennis balls and 8 cones.

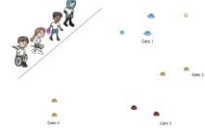
One at a time, pupils roll their ball through the first gate, attempting to make it to the final gate in the fewest number of turns.

- On their turn, pupils roll their ball from the spot where it had previously stopped.
- If a pupil's ball has been knocked by another ball, the pupils roll the ball from the new location.
- Each pupil continues to take turns until they have completed the course.

*Teacher note: pupils can choose how far apart their gates are from one another and how wide each gate is.*

Think about how much power you want to put on the ball so that it doesn't roll too far for the next gate. Finish with your hand pointing towards your target as you release.

Make this harder by having narrower gates or using the non-dominant hand. Make this easier by using a beanbag.



Art - Kapow

PSHE - Jigsaw

# Weekly Overview of Learning

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

Carried over from last week due to INSET

This week, children will be exploring different textures and patterns using paint. They will use foil, paper and other materials to make patterns.



LI: We are learning to identify and know when and how to stand up for ourselves and others and how to get help if I am being bullied.

In this lesson, children will explore and identify what is right and wrong and how to solve problems that might occur using scenarios to act through situations.

**Keywords:**  
Bully  
On Purpose  
Stand up for  
Help  
Lonely  
Bystander

**THINK**  
Spend time thinking by yourself first.

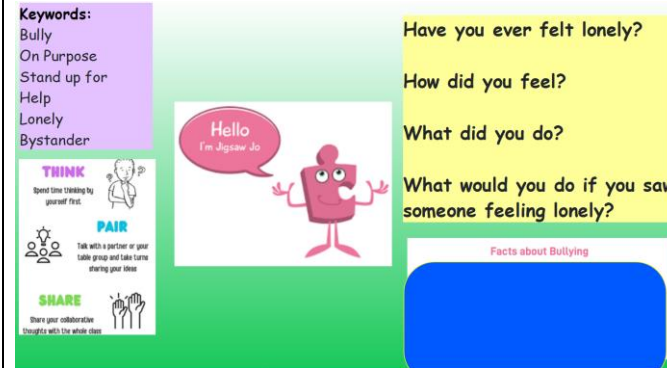
**PAIR**  
Talk with a partner or your table group and take turns sharing your ideas.

**SHARE**  
Share your collaborative thoughts with the whole class.

Hello  
I'm Jigsaw Jo

Have you ever felt lonely?  
How did you feel?  
What did you do?  
What would you do if you saw someone feeling lonely?

Facts about Bullying




The graphic is divided into several sections. On the left, there are three boxes with the words 'THINK', 'PAIR', and 'SHARE' in bold, each with a small icon and a brief description. In the center, there is a cartoon character named 'Jigsaw Jo' with a speech bubble saying 'Hello I'm Jigsaw Jo'. On the right, there are four questions in a yellow box: 'Have you ever felt lonely?', 'How did you feel?', 'What did you do?', and 'What would you do if you saw someone feeling lonely?'. Below these questions is a blue box with the text 'Facts about Bullying'.

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 2.12.24

WC: Monday 2<sup>nd</sup> December 2024  
 LI: We are learning to identify and know when and how to stand up for ourselves and others and how to get help if I am being bullied.  
 Puzzle: Celebrating Differences - Piece: 1 2 3 4 5 6

|             |               |                    |               |
|-------------|---------------|--------------------|---------------|
| Independent | Class Teacher | Teaching Assistant | HLTA / supply |
|-------------|---------------|--------------------|---------------|



Scarlett and Ben always trip up Lily in the playground.

1. What do you think is happening in the scene?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What could the person who is being hurt/bullied do about the situation?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What can the person watching (the bystander) do to help?  
 \_\_\_\_\_  
 \_\_\_\_\_

Reflection - What have you learnt today?  
 \_\_\_\_\_  
 \_\_\_\_\_

| Science - Wellington Curriculum   | Topic (History) – Wellington Curriculum   | Computing – Barefoot and Teach Computing  |
|---|---|---|
| <p><b>Lesson 1</b><br/> <b>LI: We are learning to explain why we need to exercise and perform a range of simple tests.</b></p> <p>In this lesson, children will explore why exercise is important to our health and perform some simple exercises to find out how exercise makes us feel and how this changes our heart rate and breathing.</p> | <p><b>LI: We are learning to compare monarchs and establish which had absolute power to make their own rules and laws.</b></p> <p>In this lesson children will compare significant monarchs to establish who had/has the most power to lead the country.</p> <p>They will complete and graph and then answer questions from it.</p> | <p><b>LI: We are learning to investigate and decide how photographs can be improved.</b></p> <p>In this lesson, children will explore the different ways that photographs can be improved. They will edit photos using ipads and the use of light.</p> <p>I can explore the effect that light has on a photo<br/>             I can experiment with different light sources<br/>             I can explain why a picture may be unclear</p> |

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 2.12.24

## Why we need exercise



### 1. Aerobic



### 3. Stretching



## Lesson 2

LI: We are learning to notice patterns and explain what we have found using scientific language.

In this lesson, children will explore what they found out when they performed exercise and answer questions to inform their understanding.

LI: We are learning to compare monarchs and establish which had absolute power to make their own rules and laws.

What does 'power' and 'rule' mean?



## Three ways to add more light

### Add more daylight

Take the photo where there is more sunlight.



### Use the camera flash

Select the built-in flash tool or use an external flash to add light.



### Use another light source

Provide extra light by shining artificial light on the object.



# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 2.12.24

WC: Monday 2<sup>nd</sup> December 2024  
 L.I: We are learning to notice patterns and explain what we have found using scientific language.

|             |               |                    |             |
|-------------|---------------|--------------------|-------------|
| Independent | Class Teacher | Teaching Assistant | HLTA/Supply |
|-------------|---------------|--------------------|-------------|

There are four main types of exercise:

1. What exercise did you enjoy the most? Why?

2. Which exercise raised your heart rate the most?

3. What happened when you conducted the aerobic exercise?

4. What happened when you conducted the stretching exercise?

heart beat faster    breathing faster    felt hotter easier / harder

L.I: We are learning to notice patterns and explain what we have found using scientific language.

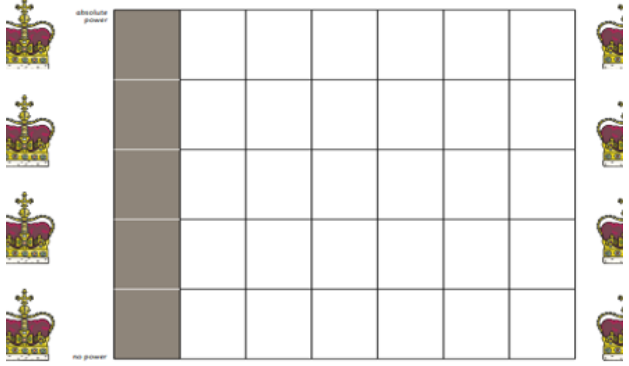
**How can you make sure you exercise everyday?**

WC: Monday 2<sup>nd</sup> December 2024

|             |               |                    |             |
|-------------|---------------|--------------------|-------------|
| Independent | Class Teacher | Teaching Assistant | Supply HLTA |
|-------------|---------------|--------------------|-------------|

L.I: We are learning to compare monarchs and establish which had absolute power to make their own rules and laws.

Task: Colour the number of blocks above the monarchs to show their power.



|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

Who do you think was the most or least powerful monarch?

I think..... because The graph tells me that ..... this means that ..... most/least powerful





# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 2.12.24

## 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<br>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.**