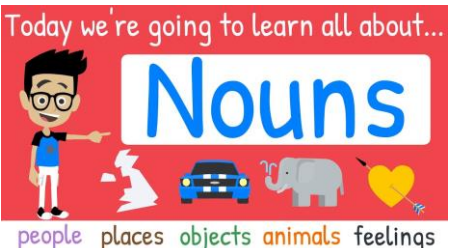


Weekly Overview of Learning

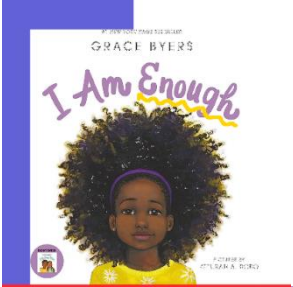
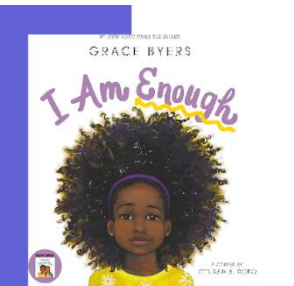


Year Group: 2 Week beginning: 4.9.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. 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	INSET DAY	INSET DAY	LI: We are learning to collect <u>adjectives and apply them to full sentences.</u>	LI: We are learning to describe a <u>character using adjectives.</u>	LI: We are learning to make comparisons <u>using similes.</u>
Speaking and Listening Focus			To use adjectives in full sentences.	Give well-structured descriptions using adjectives.	Use relevant strategies to build their vocabulary – similes
Key vocabulary and Key Blooms higher order thinking questions			<p>Key vocabulary Enough Adjectives Kind Caring Special Unique</p> <p>Key questions How can you describe yourself? What adjectives can you use?</p>	<p>Key vocabulary Adjective Noun Describe Similar Different</p> <p>Key questions How can you describe her hair? How can you describe her smile?</p>	<p>Key vocabulary Compare Simile Like Unlike Whereas</p> <p>Key questions How does the book compare? How can you compare yourself? How can you use a simile?</p>
Activities			Read the story I am enough.	<p>Today we're going to learn all about...</p>  <p>people places objects animals feelings</p>	Look at the book – how does the book compare?

Weekly Overview of Learning



Year Group: 2 Week beginning: 4.9.24

			 <p>What adjectives can you use to describe yourself?</p> <p>What adjectives would you use to describe yourself?</p> <p>I am <u>respectful</u>.</p> <p>I am <u>encouraging</u>.</p> <p>I am <u>helpful</u>.</p> <p>I am <u>excited</u>.</p> <p>Children to use adjectives to describe themselves.</p> <p>I am joyful</p> <p>I am amazing</p> <p>I am confident</p>	<p>What are adjectives?</p> <p>Look at the girl in the story – can you describe her?</p> <p>She has brown curly hair.</p> <p>Also, she has brown eyes.</p> <p>Additionally, she is very adventurous and creative because she likes to try new things.</p> <p>Using the image – describe the girl using adjectives.</p> 	 <p>Have a look at the comparatives</p>  <p>How can you use these to describe yourself?</p> <p>Like a tree, I am tall.</p> <p>Like a mouse, I am small.</p> <p>Like a seed, I am growing.</p> <p>Like a lion, I am proud.</p>
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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Weekly Overview of Learning

Year Group: 2 Week beginning: 4.9.24

<p>Phonics</p> 			<p>Recap</p> <p>The Year 1 ck grapheme using the flashcards provided.</p> <p>Teach</p> <ol style="list-style-type: none"> 1. Use the PowerPoint. Read the dge words in the PowerPoint, which shows how to add the suffixes s, ing and ed. Play Rhyming Pairs. 2. Watch the video 'Fridge the Bridge'. It shows Tricky Witch's avatar, playing a computer game. She has to get past all of the edge obstacles. Ask the class to make the Tricky Witch (wave a pretend wand) action every time they hear a dge word. Can the children remember all of the dge words in the song? 3. Download the activity. Write dge sentences that correspond to the dge games sequence. 	<p>Review</p> <p>Recap the Year 1 ll grapheme using the flashcards provided.</p> <p>Teach</p> <ol style="list-style-type: none"> 1. Download the flashcards. Use this to recap the dge grapheme. Model how to add suffixes s, ing and ed by writing the following sentences. Can the children explain what has happened to the ending of the root word? <ul style="list-style-type: none"> • The badges are great. • I am edging my painting. • They budged closer. • We play a dodging game at break. The lodges are edged in red. 2. Select a <u>flashcard game</u> to play. 3. Download the word search to complete this session. 	<p>Review</p> <p>Recap the <u>Year 1 ss</u> grapheme using the flashcards provided.</p> <p>Teach</p> <ol style="list-style-type: none"> 1. Use the PowerPoint. Use this to introduce the g grapheme. On page 9, switch the PowerPoint to normal view. Sort words into soft g words (into the glass) and hard g words (into the Magician's hat). Page 10 repeats this activity with plain text words. 2. Watch the video 'Stranger in the Village'. Ask the class to make the Tricky Witch (wave a pretend wand) action every time they hear a g word. Can the children remember all of the g words in the song? 3. Download the activity. Play the sorting g game in groups of three. Each child owns either a ge gi or gy board. Each player
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Weekly Overview of Learning

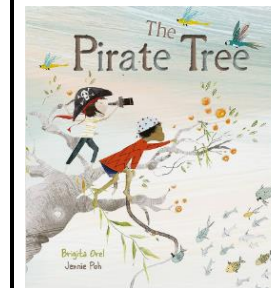
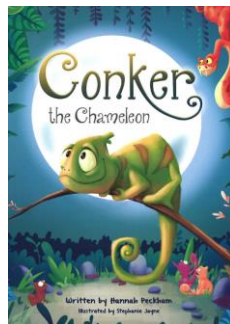
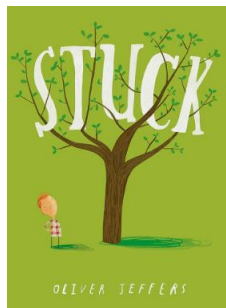
Year Group: 2 Week beginning: 4.9.24



takes a picture from the pile. If the picture is of a word that contains their grapheme then they get to keep it. The winner is the player who collects the most cards. Record on Record Sheets.



Class Text
– Reading Aloud
10-15 mins each day



Weekly Overview of Learning




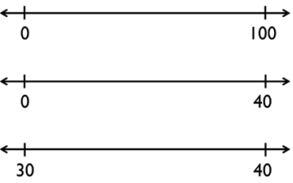
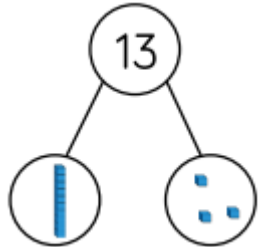
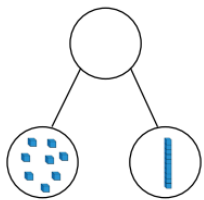

Year Group: 2 Week beginning: 4.9.24



Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>INSET DAY</u>	<u>INSET DAY</u>	<u>LI: We are learning to recognise and write numbers to 100.</u>	<u>LI: We are learning to identify tens and ones using diennes.</u>	<u>LI: We are learning to identify tens and ones and answer questions.</u>
Key vocabulary and Key Blooms higher order thinking questions			<p>Key vocabulary Tens Ones More Less Numeral Words</p> <p>Key questions What number comes after ____? How many tens? How many ones? Can you write 34 in words? Can you write one hundred in numerals?</p>	<p>Key vocabulary Tens Ones Partition Part whole Greater Smaller</p> <p>Key questions How many tens How many units? Can you complete the part-whole model?</p>	<p>Key vocabulary Tens Ones Partition Part whole Greater Smaller</p> <p>Key questions How many tens How many units? How does this model help you? How do you know you have put the diennes in the correct place?</p>

Weekly Overview of Learning

Year Group: 2 Week beginning: 4.9.24

<p>Activities</p>			<p>In this lesson children will explore identifying and writing numbers to 100.</p> <div data-bbox="1019 323 1370 592"> <p>What number is shown?</p>    </div> <p>Where would 36 go on each of the number lines?</p> 	<p>In this lesson, children will use diennes, whole - part - part models and discussion to identify tens and ones in one and two digit numbers.</p> <p>They will practice making numbers in pairs.</p> <div data-bbox="1422 510 1680 758">  </div> <p>Alex makes a part-whole model.</p> <div data-bbox="1489 837 1691 1037">  </div> <p>She says:</p> <div data-bbox="1422 1093 1758 1197">  </div> <p>Explain her mistake. What is her number?</p>	<p>In this lesson, children further their understanding of identifying tens and ones and use equipment to answer questions.</p> <p>Complete the sentences.</p> <p>a) 1 ten and 6 ones = <input type="text"/></p> <p>b) <input type="text"/> = 1 ten and 3 ones</p> <p>c) 15 = <input type="text"/> ten and <input type="text"/> ones</p> <p>d) 2 tens = <input type="text"/></p> <p>e) 1 ten and 10 ones = <input type="text"/></p> <p>.....</p>
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Weekly Overview of Learning

Year Group: 2 Week beginning: 4.9.24

PSHE – class charter

LI: We are learning to create our class charter.

Lets go through some of the articles below...

Article 15 - You have the right to choose your own friends and join or set up groups.

Article 19 - You have the right to be protected from being hurt or mistreated, in body or mind.

Article 31 - You have the right to play and rest.

Article 29 - Your education should help you use and develop your talents and abilities.

Article 12 - You have the right to say what you think should happen and have your views taken seriously .

Article 14 - You have the right to think and believe what you want, and to practise your religion.

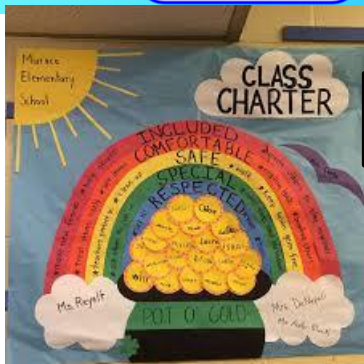
Article 16 - You have the right to privacy.

Article 13 - You have the right to find out things and share what you think with others.

Article 28 - You have the right to an education.

Article 24 - You have the right to a clean and safe environment.

Look at the articles – which ones do you think are most important? Why?



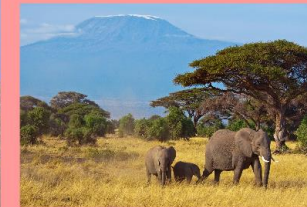
As a class create a class charter on display.

Science

LI: We are learning to explain what we already know about habitats.



What do you think a habitat is?




Week commencing 2nd September 2024

LI: We are learning to identify what we already know about habitats.

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What do you already know about habitats?

Habitats 

What question would you like to ask habitats?

I think that...

I think...

I believe...

Who/ What/ Where/ When/ why/ How

Weekly Overview of Learning

Year Group: 2 Week beginning: 4.9.24

Topic (History and Geography) – Wellington Curriculum

RE

LI: We are learning to explain what we already know about monarchs.



What do you think the word monarch means? What type of skills do monarchs need? Where do monarchs live? Why are they important?
Complete the thinking frame. What do we already know about monarchs?

Week commencing 2nd September 2024

LI: We are learning to identify what we already know about the monarchy.

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What do you already know about the monarchy?



What question would you like to ask a King or Queen?

I think that... I think... I believe... Who/ What/ Where/ When/ why/ How

LI: We are learning to explain what we already know about Judaism.



Judaism

What do you know about the Jewish faith?



what do we already know about the Jewish faith?

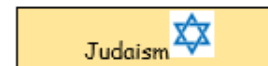
Where do they worship?

What symbols represent their faith?

What festivals do they celebrate?

Task – children complete the thinking frame showing what they already know.

What do you already know about Judaism?



What question would you like to ask about Judaism?

I think that... I think... I believe... Who/ What/ Where/ When/ why/ How

Weekly Overview of Learning

Year Group: 2 Week beginning: 4.9.24

Homework

Homework is set on a Thursday and due back on a Monday and is set in the orange homework book.

Reading and spelling.

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.



Maths



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?

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

Please check classroom doors and windows for PE days and book bag days.

Please bring book bags every day.

Class Library Days

Aspen – Wednesday

Chestnut - Mondays

Sycamore – Thursday

Please return books on time. Thank you