


Weekly Overview of Learning

Year Group: 2 Week beginning: 20.5.2024



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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English Reading and Writing</p>	<p><u>LI: We are learning to plan a letter in the role of a character.</u></p>	<p><u>Reading Quiz- Paper 1</u></p>	<p><u>LI: We are learning to write a letter in the role of a character. (over two days)</u></p>	<p><u>Reading Quiz - Paper 1</u></p>	<p><u>LI: We are learning to select information to answer a question (1b).</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will work in pairs or in trios when responding. Children will be encouraged to take turns when talking and listening.</p>  <p>Think Tap your brain and think quietly about how you will answer the question.</p> <p>Pair Pair up with a partner. Take turns sharing your thoughts and listening to each other.</p> <p>Share Share your ideas with the whole class.</p>		<p>Children will be encouraged to listen to each other when making contributions and encouraged to add extra information to build discussions.</p>		<p>Chn will listen and respond to each other when selecting information from a text and sharing their thoughts. They will be encouraged to take turns when talking in pairs or in trios.</p>

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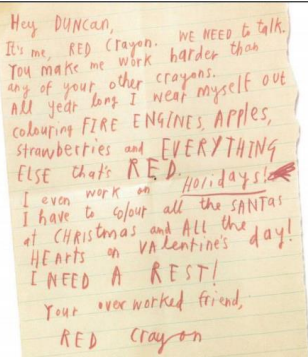
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			 <p>DISCUSSION GUIDELINES</p> <ul style="list-style-type: none"> WE GIVE PROOF OF LISTENING WE RESPECT OTHERS' IDEAS WE BUILD, CHALLENGE, SUMMARISE, CLARIFY, AND PROBE EACH OTHER'S IDEAS WE ARE PREPARED TO CHANGE OUR MIND WE INVITE OTHERS INTO OUR DISCUSSION WE TRY TO REACH A SHARED AGREEMENT 		 <p>Speaking and Listening</p> <p>Can you use these sentence starts in a discussion?</p> <ul style="list-style-type: none"> Can you use evidence to support what you are saying? <ul style="list-style-type: none"> "I know that... because..." "I believe that..." What do you think? <ul style="list-style-type: none"> "Do you disagree with someone else?" "I disagree with (name) because..." Can you think of something relevant from your own experience? <ul style="list-style-type: none"> "I remember when..." Do you agree with someone else? <ul style="list-style-type: none"> "I agree with (name) because..." "(Name) thinks that..." Can you remember and repeat someone else's opinion? <ul style="list-style-type: none"> "(Name) thinks that..." Is there something else you have thought of? <ul style="list-style-type: none"> "I would also like to say..." Can you summarise the discussion? <ul style="list-style-type: none"> "In conclusion..."
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key questions</p> <p>What is a letter? What is a letter's purpose? What are the features of a letter?</p> <p>Key Vocabulary</p> <p>letter paragraphs Dear.... sentences sign off</p>		<p>Key questions</p> <p>What features need to be in your letter? How will you begin and end the letter? Who will the letter be to?</p> <p>Key Vocabulary</p> <p>letter paragraphs Dear....</p>		<p>Key questions</p> <p>What keywords are you looking for? What clues can we use? How will you know if you have found the correct information?</p> <p>Key Vocabulary</p> <p>retrieve clues text explain</p>

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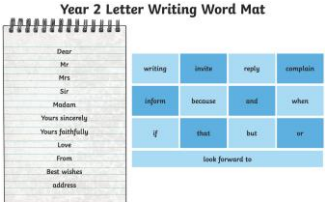

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	<p>adjective expanded noun phrase</p>		<p>sentences sign off questions adjective expanded noun phrase</p>		
<p>Activities</p>	<p>In this lesson, children will look at the content of the letters the crayons wrote.</p>  <p>They will analyse the features of the letters and discuss the purpose, content and writing features. they will also look at the letter the green crayon wrote to make comparisons on content.</p>	<p>Children will be taking part in reading assessment.</p> <p>(pages 9-10)</p> <p>13 Why did Dora want to give things to the jumble sale? Write two reasons.</p> <p>1. _____</p> <p>2. _____</p> <p>(page 10)</p> <p>14 Dora cried as she pushed her pram away for the last time. Why was she sad?</p> <p>_____</p>	<p>Children will use their plans from yesterday to write their letters to their class teachers in the role of classroom stationery.</p> <p>They will apply the features of a letter and include illustrations similar to the book.</p> <p>In the first session, children will write the purpose of writing, how they have been feeling.</p> <p>Explore and write about what they are used for and how that makes them feel.</p>	<p>Children will be taking part in reading assessment.</p> <p>(page 11)</p> <p>17 The boy and the old man wanted to buy something at the jumble sale.</p> <p>The boy wanted to buy a _____.</p> <p>The old man wanted to buy a _____.</p> <p>(page 11)</p> <p>18 Why did Dora decide not to buy her things back?</p> <p>Tick one.</p> <p>She thought that the jumble sale was too busy. <input type="checkbox"/></p> <p>She did not see anything she liked. <input type="checkbox"/></p> <p>She saw that other people wanted her things. <input type="checkbox"/></p> <p>She did not have enough money to buy her things back. <input type="checkbox"/></p>	<p>Within this lesson, children will look at applying their skill of retrieving information from a text.</p>

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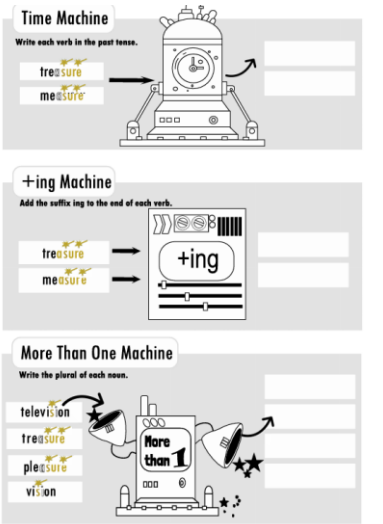


			<p>They will explain what they want done.</p> <p>Explore what some of the other stationary is feeling.</p> <p>At the end of the lesson, children will have the opportunity to read their letters to the class.</p> 		
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics  Term 3 - Week 6	ew Review Watch the video 'Newspaper Stew'.	ie Review Action: I eye. Watch the video 'A Taste of Pie'.	ie Review Action: E smile. Work through the Changer (she/she/it) and the Time Machine in the PowerPoint.	igh Review Action: I eye.	Use the flashcards to review the graphemes taught this week. Add the next HFW flashcard to a new display for the Next 200

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<p>This week reviews the wr grapheme and adding suffixes to wr words.</p>					<p>HFWs. Display the Next 200 HFW Poster.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class – Billionaire Boy Author - David Walliams</p>	<p>Chestnut Class Matilda Author - Roald Dahl</p>	<p>Pine Class Horrid Henry and the Mega-Mean Machine Author - Francesca Simon</p>	<p>Sycamore The Twits Author - Roald Dahl</p>	

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	<u>Arithmetic Quiz</u>	<u>LI: We are learning to understand how many minutes are in an hour.</u>	<u>Reasoning Quiz</u>	<u>Reasoning Quiz</u>	<u>LI: We are learning to understand how many hours are in a day.</u>
Key vocabulary and key questions	<p><u>Key questions</u></p> <ul style="list-style-type: none"> -What does 'arithmetic' mean? -What is the question asking us to do? 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> -How many minutes are there in an hour? -How can you work out 1/2, 1/4 and 3/4 of 60? 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> -What does reasoning mean? -What is the question asking us to do? How do we know? 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> -What does 'reasoning' mean? -What is the question asking us to do? How do we know? 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> -If the hour hand moves all the way around the clock, how many hours have passed? How many times does it do this in one day?

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	<p>-What method should we use? -Where do we write the answer? -Do we need to show working out?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - Arithmetic - Addition - Subtraction - Division - Multiplication -Numberline 	<p>-How many minutes are there in half/quarter/three-quarters of an hour? - How many minutes are there in 1 hour and minutes?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -Time -Hour -Minute -Day -Night -Compare -Addition -Clockface 	<p>-What method should we use? -Where do we write the answer? -Do we need to show working out? -What operation is best to use?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - Arithmetic - Addition - Subtraction - Division - Multiplication -Numberline -Time 	<p>-What method should we use? -Where do we write the answer? -Do we need to show working out? -What operation is best to use?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> - Arithmetic - Addition - Subtraction - Division - Multiplication -Numberline -Time -Fraction 	<p>-How many hours are there in a day? - What time will it be in one hour?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -Time -Hour -Minute -Day -Night -Compare -Addition -Clockface -Schedule -Routine
Activities	<p>Today, we will be taking part in an arithmetic quiz.</p> <p>This includes a range of arithmetic questions, in which we will use a range of skills we have learnt in Year 2, to solve.</p>	<p>In this lesson, we are further exploring how many minutes make up an hour.</p> <p>We will begin by exploring half, quarter and three-quarters of an hour and how many minutes each</p>	<p>Today, we will be taking part in a reasoning quiz.</p> <p>This includes a range of reasoning questions, in which we will use a range of skills we have learnt in Year 2, to solve.</p>	<p>In this lesson, we will be completing the second part of a reasoning quiz.</p> <p>This includes a range of reasoning questions, in which we will use a range of skills we have learnt in Year 2, to solve.</p>	<p>Today, we will explore the relationships between units of time as they explore the number of hours in a day.</p> <p>We will first look at how the hour hand moves throughout the day, allowing children to see</p>

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11 $20 + \square = 70$

14 $54 + 22 = \square$



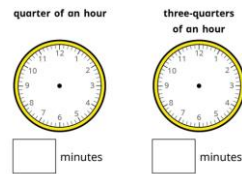
of these refers to.

2 Use the bar models to complete the sentences.



We will focus on using the fact that there are 60 minutes in an hour to work out lengths of time greater than 1 hour. For example, 1 hour and 10 minutes is equal to 70 minutes, and 90 minutes is equal to one and a half hours.

c) How many minutes are there in each amount of time?



18 Ben and Sita count cars.



Ben counts 38 red cars.

Sita counts 23 blue cars.

How many cars do they count **altogether**?

cars

17 Ben ate half a pizza.

Which fraction shows the amount he ate?

Circle it.

$\frac{1}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ $\frac{3}{4}$

16 Write six **different** numbers to make these sums correct.

+ = 27

+ = 27

+ = 27

6 Write these numbers in order, starting with the smallest.

73 37 76 36 63



that each time appears twice in the day, for example 8 o'clock in the morning and 8 o'clock in the evening.

Use the words to complete the sentences.

noon midnight

12 o'clock at night is called _____

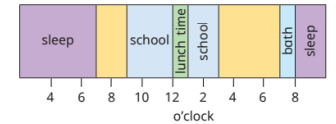
12 o'clock in the middle of the day is called _____

A new day begins at _____

We can then see that there are 24 hours in a day, connecting this to the twelve hours on a clock each happening twice a day.

They will then reflect on their own schedule and how they spend their day.

7 The bar model shows a section of Dan's day.



- a) What time did Dan go to bed?
- b) What time did Dan get up?
- c) What do you think Dan did between 7 o'clock and 9 o'clock in the morning?
- d) What was Dan doing at 6 o'clock in the mornin

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		We will then compare durations of time written in different ways.			
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Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

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Charlie Chaplin – lesson 2

LI: We are learning to recognise high and low pitch.

'The lion's cage' – long/ short, high/low

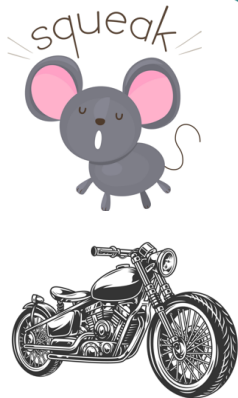
- Today we are going to combine short and long sounds with high and low sounds.
- Can you follow my long/short, high/low actions?



Children will:

- Learn about high and low pitch.
- Discover which instruments can play pitches.
- Make a soundtrack using high and low sounds.
- Combine pitch with duration.

- A squeaking mouse can be louder or softer but they always make a high-pitched sound.
- Can you make a high-pitched squeak like a mouse?
- A rumbling (or purring) engine can be loud or soft but it is always low-pitched.
- Can you make a low-pitched sound like an engine?



LI: We are learning to recall what I have learnt about the different religions



So far year 2 have learned about the following religions:

- Hinduism
- Judiasm
- Islam
- Christianity

What do the children recall about this religions?

Judaism	Islam
Christianity	Hinduism

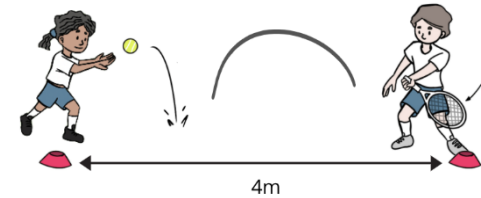
Children to create an information poster detailing all what they have learnt.

LI: We are learning to play against an opponent using a racket.

One pupil begins with the ball. They drop the ball on the floor and then tap it to their partner. Partner tries to catch it after just one bounce and then rolls it back. Repeat five times and then change roles.

Q: Where on the racket should you hit the ball? *In the centre of the racket face.*

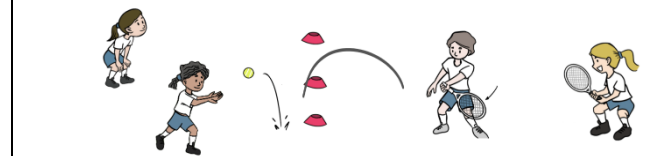
Make contact with the ball when your racket face is facing your partner.



Over the net:

In groups of four with two tennis rackets, four cones and one ball between them. Pupils create a 'net' using the cones.

Two pupils begin on one side of the net, one behind the other, with the rackets and the ball. The other two pupils begin on the opposite side of the net. Pupils with the racket take turns to drop the ball to themselves and then hit the ball over the net. Players on the other side try to catch the ball and return it. If they don't catch it after one bounce the hitters win one



point.

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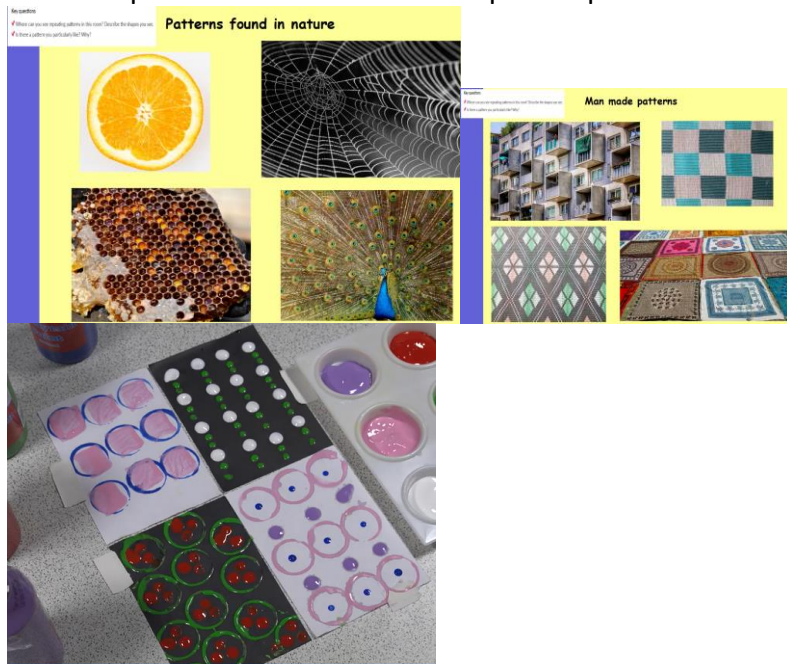
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Art – Kapow

LI: We are learning to create repeated patterns.

Children will learn what repeated patterns are. They will look at patterns from nature and manmade patterns, and they will describe them with their partners. For their task, children will use everyday objects and brightly coloured paint to create their own repeated patterns.



PSHE - Jigsaw

LI: We are learning the difference between positive and negative secrets.

This week we will be looking at secrets. We will have a class discussion based around questions such as: What is a secret? When have you ever kept a secret? Do you think that was a good or bad decision? Then, children will learn the difference between positive and negative secrets and to always tell someone if they feel uncomfortable/unsafe when told to keep certain secrets. In their books, children will read different scenarios and differentiate between positive and negative.

Week beginning 20th May 2024

LI: We are learning to understand positive and negative secrets.

Puzzle: Relationships

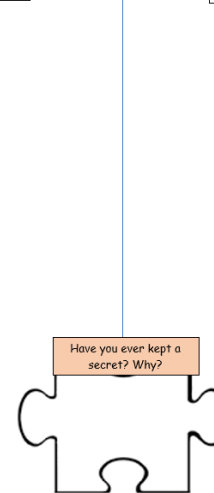
Piece: 1 2 3 4 5 6

Supply HLTA

Independent Class Teacher Teaching Assistant

Good secrets

Bad secrets




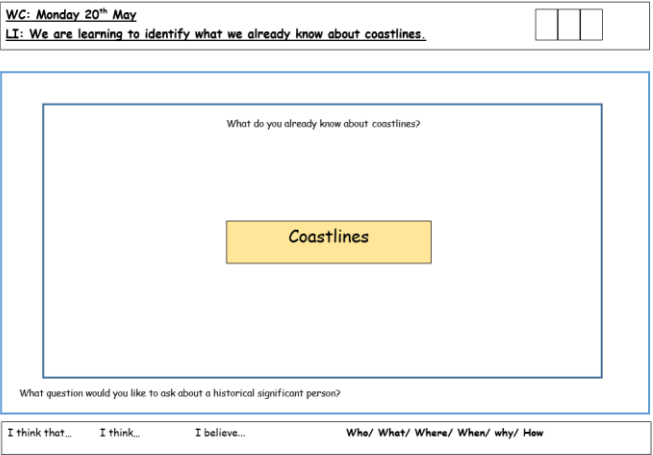
Colour glue to cut and stick

<p>Made a surprise birthday card for Mum</p>	<p>My uncle hugs me very tightly though I never want to</p>
<p>Wrote a poem for Father's Day</p>	<p>A neighbour continuously stretches my cheeks and nose, every time I go to play</p>
<p>Secretly painted a T-shirt for my elder sister</p>	<p>You see someone stealing And they tell you to keep it a secret</p>
<p>Saving up lots of money in my secret piggy bank!</p>	<p>Restoring pieces of a glass vase I broken before Mum discovers!</p>

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to describe how human behaviour can be beneficial to local and global environments.</u></p> <p>Today children will learn about the problems materials can cause for the environment, such as landfill sites and pollution. We will then learn ways to be more sustainable and learn the slogan reduce, reuse and recycle.</p> <p>Some materials, such as cardboard, paper, glass, metal and some plastics, are recyclable. Symbols like these are sometimes printed onto objects and packaging to show whether they can be recycled or not.</p> <div data-bbox="114 911 622 1129"></div> <p>Children will then be given sticky notes or mini whiteboards and asked to generate scientific questions linked to materials, recycling and sustainability.</p>	<p><u>New topic – coastlines (2 lessons)</u></p> <p><u>Lesson 1</u></p> <p><u>LI: We are learning to share what we already know about coastlines</u></p> <div data-bbox="779 646 1429 1102"></div> <p>What do you already know? What do you want to find out?</p> <p><u>Lesson 2</u></p> <p><u>LI: We are learning to use simple compass directions to describe the location of features or a route on a map.</u></p>	<p><u>Teach Computing</u></p> <p><u>LI: We are learning to use a computer to create a musical pattern.</u></p> <p>In today's lesson children will develop their understanding of music. They will use a computer to create and refine musical patterns. Teachers will demonstrate creating a pattern of three notes in Song Maker. Then, children will learn how to add their patterns. They should listen to the changes that they make as they go along. They will also learn how to remove notes that they don't need.</p>

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What is recycling?
Recycling is when rubbish made from certain materials is collected, sorted and then put through a process to use the materials again.

What can be recycled?

Material	Products	Examples
cardboard	boxes	
glass	bottles and jars	
metal	tins, cans and foil trays	
paper	newspapers and magazines	
plastic	bottles, pots and trays	

United Kingdom coastline

Children to describe the location of the different coastlines using North, south, east west for example.

St Ives is **south west** of Hastings

Music is a series of notes

Go to [Chrome Music Lab](https://chromemusiclab.com) and click on the smiley face.

Compass directions

Write the words north, south, east or west to describe the direction of travel.

Whitby to Portsmouth:

Hornsea to Lytham St Annes:

Harwich to Cromer:

Poole to Seahouses:

Plymouth to St Ives:

Kinlochbervie to Campbeltown:

Aberdeen to Seahouses:

Whitby to Larne:

Portsmouth to Hastings:

Poole to Wick:

Musical patterns

Click on a blank rectangle on the grid to add a **note**. Click on it again to remove it.

Click to play the music.

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Homework



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

Reading and spelling.

Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**.

Your teacher will check, mark and sign your work once a week. Try and login to **Bug Club** and **Reading Eggs**.



Spellings

Please make sure your child's spelling book is in their book bag on their spelling test day.



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



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

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



Half term – week beginning Monday 27th May

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