


Weekly Overview of Learning


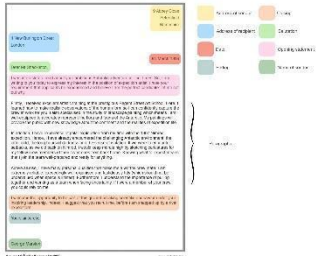

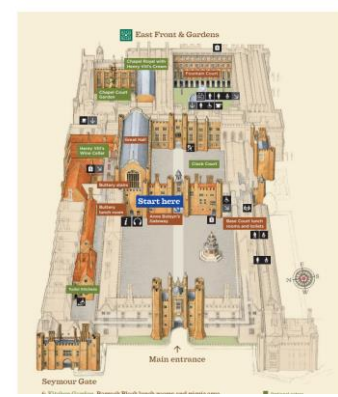
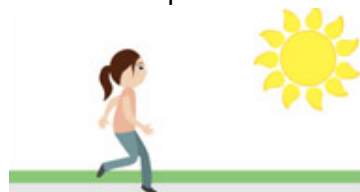

Year Group: Year 2 Week beginning: 21.10.24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to collect reasons why Queen Elizabeth should have a party.</u>	<u>LI: We are learning to write in role and present our opinion.</u>	<u>LI: We are learning to construct an argument.</u>	<u>Trip to Hampton Court Palace</u>	<u>LI: We are learning to create captions.</u>
Speaking and Listening Focus	The language of persuasions I strongly believe that.. Everyone should agree that.. It's clear that the best choice is.. Without a doubt, we need to... If we want to make things better, we must...	The language of opinion I think... because... I prefer... because... My partner thinks... I agree/disagree because...	The language of argument No because... Yes because... I agree / disagree because... I think... because... and also because... However... Also...	The children will explore the home of Henry VIII. Here they will take part in a Tudor times workshop where they will explore clothing, artefacts and lifestyle.	The language of retelling First, Next, Then, After that, Finally... At last... Suddenly...
Key vocabulary and Key Blooms higher order thinking questions	Key vocabulary: Advice Letter Party Banquet Ball Advisor Key questions: Why would a party be a	Key vocabulary: Format Letter Address Tone Date Advise Paragraphs Key questions:	Key vocabulary: Debate Argument Discussion Point of view Conjunction Significance Key questions: What is a debate?		Key vocabulary: Caption Sentence Punctuation Short Image Key questions: What is a caption? What does the imager show?



Weekly Overview of Learning


Year Group: Year 2 Week beginning: 21.10.24

	<p>good idea? What is a royal advisor? How can you persuade the Queen?</p>	<p>Can you format a letter? What goes at the beginning, middle and end? What features are included a letter? What is advice? What would a royal adviser write to a Monarch?</p>	<p>What is an argument? What connectives do I need to use in an argument? What is a conjunction?</p>		<p>Can you write a 3-word caption?</p>
<p>Activities</p>	<p>Today the children will be meeting Queens advisor. They will be helping the advisor to gather ideas for a party and explain why Queen Elizabeth should have a party. This will support their writing tomorrow.</p>  <p>Children to look at a range of images to decide why a party will be good fun. For example:</p> <ul style="list-style-type: none"> ● Entertainment ● Dancing ● Food ● Wear nice dress ● Show off palace 	<p>In this lesson, the children will be discussing how to format a letter. Next, the children will be discussing the role of a letter and why it was more important before the use of technology.</p>  <p>Where do the features of a letter go and why (date, address etc.)? The children will then discuss the role of a royal advisor and what type of things a royal advisor might write to a monarch.</p>	<p>During this lesson, the children will begin by discussing what a debate is and why they are useful. The children will also look at real life examples of where debates are used (e.g. in parliament). The children will then pick which monarch they believe to be most significant and begin to write a debate based on this. Children will identify key phrases to use in a debate, for example 'I believe' and 'In my opinion'.</p> 	<p>Palace Map</p> 	<p>What are captions?</p>  <p>a run in the sun</p> <p>Look at the below captions and match them to the correct image</p>  <ul style="list-style-type: none"> Children in a rock pool. Three donkeys in the sun. Sunglasses on a pink bucket. People sitting in a tent. A puppet show on the beach. <p>Children to use images from yesterday's trip to create captions.</p>

Weekly Overview of Learning


Year Group: Year 2 Week beginning: 21.10.24

	<ul style="list-style-type: none"> Decorate  <p>Children to write reasons on the scroll.</p>	<p>Finally, the children will begin their letter in the role of the royal advisor.</p>			 <p>An important meeting!</p>
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Review</p> <p>Review graphemes using PPT or flashcards. Use random order.</p> <p><u>Fluency Reading</u></p> <p>Words: berries tidiest carrying</p> <p>Encourage fluent independent reading.</p> <p>Teach</p>	<p>Review</p> <p>Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u></p> <p>Words: tried lorries</p> <p>Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p>	<p>Review</p> <p>Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u></p> <p>Words: replied flies happier</p> <p>Encourage fluent independent reading.</p> <p>Teach</p>	<p>Review</p> <p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u></p> <p>Words: tried ladies</p> <p>Encourage independent spelling of words. Reveal correct spelling for children to check.</p>	<p>Review</p> <p>Review graphemes using PPT or flashcards – repeat in black text. Use random order.</p> <p><u>Fluency Reading</u></p> <p>Words: funniest dried pennies</p> <p>Encourage fluent independent reading.</p>



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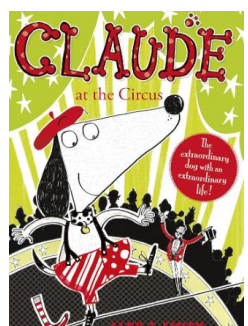
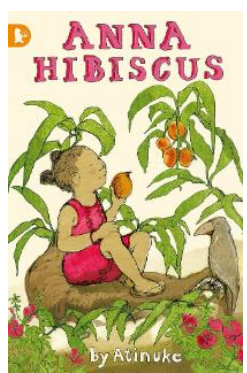
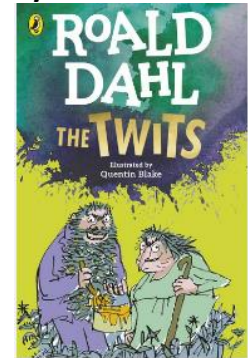
Year Group: Year 2 Week beginning: 21.10.24

	<p><u>Teach GPCs – y (yellow I)</u></p> <p>Use PPT or grapheme card to introduce ‘y’.</p> <p>Action: Point to your eye.</p> <p>Sound Cue: fly high in the sky</p> <p>Activity</p> <p>Children to read Yellow I’s Fact File and fill in the missing ‘y’ words in each sentence.</p>	<p><u>Recap GPCs – y (yellow I)</u></p> <p>Use PPT or grapheme card to review ‘y’.</p> <p>Action: Point to your eye. Sound Cue: fly high in the sky</p> <p><u>Segmenting to Spell</u></p> <p>Show 4 options for spelling each word on the PPT. Children to identify correct spelling:</p> <p>tri trie try trigh flie fligh fly fli reply repli repligh replie wyh wuy why whi spye spi spy spie</p> <p><u>Reading Sentences</u></p> <p>A mouse is a shy animal that lives in a dry burrow. A goose needs to dry its wings before it can fly high in the sky.</p> <p>Activity</p> <p>Read the words. Do they belong to Yellow I or Green Froggy? Write and colour code the ‘y’ in each word.</p>	<p><u>Teach GPC – al (Tricky or)</u></p> <p>Use PPT or grapheme card to introduce ‘al’. Also show how ‘a’ can also make the ‘or’ sound without the ‘l’ in words such as always, also, almost etc.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: A small ball</p> <p><u>Blending to Read</u></p> <p>Blend to read words using scaffolded-whisper-independent method as appropriate. Words: all ball tall hall wall fall small chalk</p>	<p>Teach</p> <p><u>Recap GPC – al (Tricky or)</u></p> <p>Use PPT or grapheme card to review ‘al’.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: A small ball</p> <p><u>Practice Segmenting to Spell</u></p> <p>Model segmenting to spell. Words: ball wall small walk chalk almost always already</p> <p>Activity</p> <p>Read the clues and match them to the correct picture.</p> <p>Read the clues and match them to the correct picture.</p> <p>Clue 1: I am very tall. I live in the clouds at the top of a beanstalk.</p> <p>Clue 2: I am good at kicking balls. I like to always score all the goals in a match. I never walk, I always run.</p> <p>Clue 3: I am small. I am starting to walk and talk.</p> 	<p><u>Teaching Blending to Read</u></p> <p>Encourage children to read the words using whisper blending. Repeat. Can the children build up level of fluency on next read? Words: sky small reply hall spy talking July walked frying always crying almost</p> <p><u>Reading Questions:</u></p> <p>Can you call the moon on a phone? Would a spy use a magnifying glass? Would a small car fit in your sock? Will you talk to your friends at playtime?</p> <p>Activity</p> <p><u>Spelling Review</u></p> <p>Choose one of the following activities to</p>
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Weekly Overview of Learning

Year Group: Year 2 Week beginning: 21.10.24

<p>Read the sentences and add the missing 'y' word.</p> <p>Yellow I is a ____.</p> <p>He lives in a lighthouse ____ the sea.</p> <p>He will always ____ to help his friends if they are ____.</p> <p>He likes ____ his plane high in the ____.</p> <p>He enjoys ____ eggs for his breakfast.</p> <p>frying try sky by spy flying crying</p> 	<p>Read the words. Do they belong to Yellow I or Green Froggy? Write and colour code the 'y' in each word.</p> <table border="1"> <tr> <td>shy</td> <td>family</td> <td>grumpy</td> </tr> <tr> <td>rainy</td> <td>cry</td> <td>body</td> </tr> <tr> <td>drying</td> <td>cheeky</td> <td>why</td> </tr> <tr> <td>dusty</td> <td>July</td> <td>windy</td> </tr> <tr> <td>reply</td> <td>dizzy</td> <td>sky</td> </tr> </table>	shy	family	grumpy	rainy	cry	body	drying	cheeky	why	dusty	July	windy	reply	dizzy	sky			<p>review spellings using this week's graphemes.</p> <ol style="list-style-type: none"> 1. Create flashcards using colour coding. 2. Write colour-coded words in exercise book. 3. Spelling test
shy	family	grumpy																	
rainy	cry	body																	
drying	cheeky	why																	
dusty	July	windy																	
reply	dizzy	sky																	

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

Year Group: Year 2 Week beginning: 21.10.24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to subtract a 1-digit number from any multiple of 10 within 100.</u>	<u>LI: We are learning to consolidate our understanding of add and subtracting across a 10s.</u>	<u>LI: We are learning to investigate different styles of test questions.</u>	<u>Hampton Court Trip</u>	<u>LI: We are learning to investigate subtracting a 1-digit number from a 2-digit number (across a 10).</u>

Key vocabulary and key questions	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>subtracting 1-digit 2-digit bonds less than</p> <p><u>Key questions:</u> How many do you start with? • How many do you need to take away? • What is the bond to 10 for ? • What is less than 10? So what is less than ?</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>adding subtracting across 10s multiples of 10 number lines 1-digit 2-digit</p> <p><u>Key questions:</u> What numbers do you need to add together? • How many tens are there in ? • What do you need to add to get to the next 10?</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>questions test multiple choice table draw method</p> <p><u>Key questions:</u> What type of question is? What previous knowledge do you need to apply? Which method will you use? How do you read this table?</p>	Hampton Court Trip	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>subtracting across 10s multiples of 10 number lines 1-digit 2-digit</p> <p><u>Key questions:</u> How many do you start with? • How many do you need to take away? • What is the multiple of 10 before ? • What can you partition into?</p>
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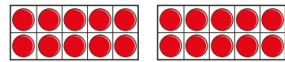
Activities

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

Fill in the missing numbers.

- ▶ $10 - 4 = \underline{\quad}$ ▶ $10 - 7 = \underline{\quad}$ ▶ $10 - 2 = \underline{\quad}$
- ▶ $10 - 1 = \underline{\quad}$ ▶ $10 - \underline{\quad} = 5$ ▶ $\underline{\quad} = 10 - 3$

The ten frames show 20



Use the ten frames to work out the subtractions.

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

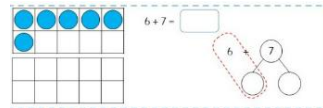
What do you notice?

Complete the subtractions.

$20 - 8$	$30 - 8$	$30 - 5$	$30 - 9$
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IN this lesson, children will further explore strategies adding and subtracting across 10s using number lines and whole part models.

They will explore the next multiple of 10s which will cement their understanding of the application of number bonds.



In this lesson, children will look at a range of test type questions and learn how to understand them and how to answer them using their previous knowledge.

They will explore drawing number lines, using part/whole pictures to help find the answer.

4. I have three number cards.

50	55	60
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Write **one** number per box to make each number sentence correct.

	=	55
52	<	
65	>	

Can you count from 50 to 65? Can you show me 50, 55 and 60 on a number line? Can you represent these numbers using a pictorial representation or maths equipment? What does = mean? What does < mean? What does > mean? Will this number be greater or less than the

Now that children can subtract from a multiple of 10, in this small step they perform subtractions that cross a 10 All the calculations within this step require children to subtract a 1-digit number from a 2-digit number and, as with addition, knowledge of place value, in particular the fact that 10 ones make up 1 ten, is essential prerequisite knowledge and should be reinforced throughout. Links can be made to the learning from Step 10, where children partitioned a 1-digit number to make 10, and this idea can be applied here to support working with greater numbers. Base 10, Rekenreks and number lines can continue to be used and a part-whole model can support children in partitioning the 1-digit number.

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 21.10.24

Tiny is working out $40 - 9$

$$9 + 1 = 10$$



The answer is 41

How do you know Tiny has made a mistake?

Explain the mistake.

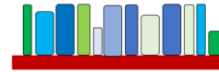
What is $40 - 9$?

number given? How do you know?

11. A shop had 20 books.

Some books were sold.

There are 12 books left.

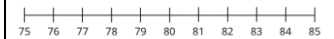


How many books were sold?

Which words are important? Can you draw a pictorial representation for this question? Will the number of books sold be greater than or less than 20? Why? Will the number of books sold be greater than or less than 12? Why? Can you explain what 'left' means in this question?

Children are not required to set out their calculations using the formal written method.

Here is a number line.

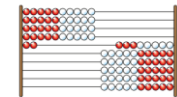


Use the number line to work out the subtractions.

$83 - 1$	$83 - 3$	$83 - 5$
$83 - 2$	$83 - 4$	$83 - 6$

What do you notice?

The Rekenrek shows 42



Use the Rekenrek to work out $42 - 6$

Use a Rekenrek to work out $75 - 9$

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 21.10.24

Music - Sing Up

The carnival of the Animals L2

LI: We are learning to identify how the choices of instruments creates character.

Children will Listen to an extract of Danse macabre by Camille Saint-Saëns and think about these questions:
How does she play her violin so loudly? Can they also hear when a xylophone starts to play? Can they describe the dynamics in the music?

They will then Listen to Movement XII – ‘Fossils’ from Carnival of the animals and think about these questions:
What is a fossil?
What is the main instrument, and what is it made from?
Why do you think the composer might have used this instrument?




RE - Widening Horizons


LI: We are learning to write down what we have learnt about Judaism.

This week, children will recall and discuss what they have learnt about Judaism over this half term. We will recap topics such as Shabbat, Hanukkah, the 10 commandments and the Jewish place of worship. Children will talk about one fact they have learnt with their talk partners and then we will collectively add this onto a defining frame. After, children will individually write down 5 facts they have learnt about Judaism, using their books for support.

What do you now know about Judaism?



Judaism



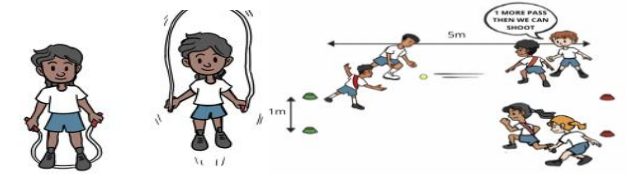
What religion would you like to learn about next?

I think that... I know that... I think... I believe... I would like to know more about...

PE - Getset4PE

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

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

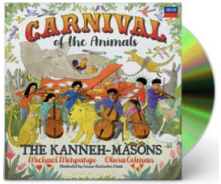


Elastic ropes:
In groups of three with a French skipping rope. Two pupils stand 4m apart within the elastic loop. They stretch the elastic rope into a rectangle shape by standing with their feet shoulder width apart. The elastic should start at ankle height. The third pupil starts by standing outside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

- Pupils take turns to:
- 1 **Jump in:** jump with both feet together to land inside the elastic. Jump from out to in.
Bend your knees to jump and land. Land on the balls of your feet to help you spring upwards.
 - 2 **On:** jump to land with both feet on top of the elastic. The left foot lands on the left elastic; the right foot lands on the right elastic.
Look forwards, not down to help you to balance.

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 21.10.24



Art - Kapow

This week, we are celebrating Diwali! In class, children will learn the backstory and importance of the Diwali story to those celebrating. We will then make our own lovely Diwali cards inspired by Rangoli patterns. Children will use coloured tissue paper and glitter to create their rangoli patterns.



PSHE - Jigsaw

Piece 6

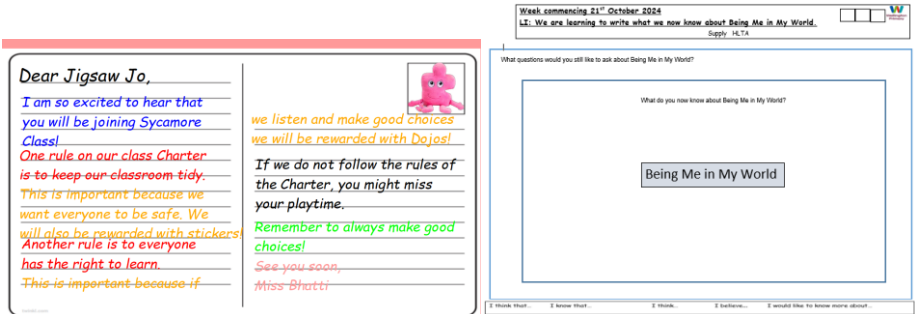
LI: We are learning to recognise rewards and consequences.

Finishing off our topic, the children will discuss why their class charter is important, and how they have actioned it over this half term. Then, children will get the great news that Jigsaw Jo is joining Wellington Primary School! Using the class charter, children will write a postcard to Jigsaw Jo, explaining to her the rules of the class charter and what positive behaviours to action.

After this, children will fill out their defining frame with all the new information they've learnt over the half term.

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 21.10.24

	
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to write down what we already know about habitats.</u></p> <p>In this lesson, children will recap everything they have learnt about this topic regarding habitats. Children will share the different facts they have learnt with their talk partners. Then, they will fill out a defining frame with all the knowledge they have learnt since the start of the half term.</p>	<p><u>LI: We are learning to recount real life events.</u></p> <p>Following on from our trip, children will write down a recount of their trips to Hampton Court Palace. We will first discuss the highlights from our trip and what we did in the beginning of the day, middle and end. We will also reflect on the different parts of the palace we visited and how we felt during the day.</p>	<p><u>LI: we are learning to review our knowledge and learning of IT in and outside of our school.</u></p> <p>In this lesson, children will review their work completed this term and complete a group reflective frame of what they have learnt this term.</p> <p>They will review key vocabulary and share their thoughts.</p>

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 21.10.24

Then, children will complete a mini assessment and answer questions related to habitats, animal and plant adaptations, and food chains.



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

Outside Inside

2. Complete the sentence. 1 mark

A habitat is a place where _____

3. Complete the captions to describe the four things that habitats provide for living things. 2 marks

	
_____ to eat	_____ to drink
	
_____ for protection	_____ to move, grow and reproduce

Then, children will independently write a recount

recount language features

- * past tense
- * named people, places, things
- * first or third person
- * time connectives

Next... Then...
 Meanwhile...
 Several weeks later...
 Soon afterwards...
 Within hours...
 After a while...
 Finally...

Look out also for conjunctions like when, while, as, after.

of the trip.

What does excellence look like?

Yesterday, we went on a wonderful trip to Hampton Court Palace. First, we got on a shiny, white coach. My partner was _____ I felt so excited to visit the palace! Eventually, we arrived at the Palace. It looked beautiful and royal.

What happened next?

Next, we visited the grand chapel. I saw beautiful and magnificent tapestries. The ceilings were made from gold and there was glass stained windows. We had to be quiet inside the chapel because it is a place of worship. I felt very peaceful and calm inside the

- First
- Next
- After that
- Later
- After lunch
- Finally
- Eventually

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

Outside Inside

What have you learnt in ICT this half term?

I know that... In school we use...

ICT





Now I know... Outside of school I will see...

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 21.10.24



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	
<p>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.</p>  	<p>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.</p> 	 <p>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?</p>	<p>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. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.</p> <p>Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags in everyday!</p> <p>Forthcoming Trips/events for this term: Hampton Court Palace 24th October Reading Café dates for specific classes- please see the classroom door.</p>