

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 23.9.24

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

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	LI: We are learning to compose a diary entry using the pronoun 'I'.	LI: We are learning to compose a diary entry using the pronoun 'I'.	LI: We are learning to answer questions about a story	LI: We are learning to design and describe a Queen	LI: We are learning to apply adjectives
Speaking and Listening Focus	<p>We are learning to compose narratives for different purposes.</p> <p>Sentence stems</p> <p>First, I _____</p> <p>Next, I _____</p> <p>Finally, I _____</p>	<p>We are learning to include adjectives and connectives to aid expression.</p> <p>We are learning to respond to peers.</p> <p>Sentence stems</p> <p>First _____</p> <p>Next _____</p> <p>After _____</p> <p>Eventually _____</p>	<p>We are learning to answer questions in full sentences</p> <p>Sentence stems</p> <p>The _____ it is _____ because _____</p> <p>I can see that _____</p> <p>I know that _____</p>	<p>We are learning to evaluate our ideas</p> <p>Sentence stems</p> <p>I will use this adjective because _____.</p> <p>She is _____ because _____</p> <p>Also she is _____ because _____.</p>	<p>We are learning to use descriptive words</p> <p>Sentence stems</p> <p>She has...</p> <p>She is...</p> <p>Also...</p> <p>Did you know...</p> <p>Another fact...</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary</p> <p>Dear diary</p> <p>Comma</p> <p>Paragraphs</p> <p>Pronouns</p> <p>I</p> <p>Past tense</p> <p>Suffix</p> <p>Point of view</p> <p>Ellipsis</p> <p>Suspense</p>	<p>Key vocabulary</p> <p>From</p> <p>Comma</p> <p>Paragraphs</p> <p>Pronouns</p> <p>I</p> <p>Past tense</p> <p>Suffix</p> <p>Key questions</p> <p>What will happen next? Why?</p> <p>What adjectives can we use to</p>	<p>Key vocabulary</p> <p>Queen</p> <p>Albert</p> <p>Because</p> <p>Bathing machine</p> <p>Sea</p> <p>Key questions</p> <p>What words tell you about the sea?</p> <p>What was he / she doing?</p>	<p>Key vocabulary</p> <p>Queen</p> <p>Crown</p> <p>Sceptre</p> <p>Jewels</p> <p>Gown</p> <p>Thrown</p> <p>Key questions</p> <p>How are these Queen similar?</p> <p>What do all Queens have?</p> <p>Why do they look similar?</p>	<p>Key vocabulary</p> <p>Kind</p> <p>Caring</p> <p>Helpful</p> <p>Powerful</p> <p>Brave</p> <p>Queen</p> <p>Throne</p> <p>Crown</p> <p>Palace</p> <p>Key questions</p>

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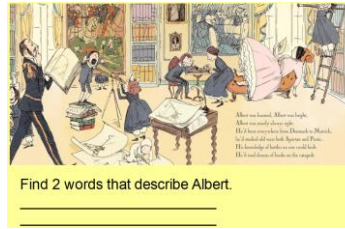
	<p>Key questions</p> <p>What is a pronoun? Who is a diary writing to? Why is a diary written in the past tense?</p>	<p>describe how Queen Victoria feels? What goes at the end of a diary entry?</p>	<p>How does she feel? How do you know that?</p>		<p>What words best describe your queen? Why is she _____?</p>
<p>Activities</p>	<p>The children will begin by recapping what a diary is and discussing with their partner what a diary is used for.</p> <div data-bbox="228 655 555 847"> <p><u>What is a diary?</u></p> <p>When you write a diary entry you are writing about a day in the life of a real person or character. The diary entry needs to sound as if the person or character has written it so it needs to be written from their point of view. It also needs to be exciting and interesting to read.</p> </div> <p>The children will then what features a diary must include, such as the use of past tense, the pronoun 'I', the date etc.</p> <div data-bbox="228 1023 555 1225"> <p>Using Entry Checklist</p> <p>Check the date and/or time the diary entry is written. Use the words I, me, we and my. Write about the most important events in the order they happened. Describe the feelings. Think about where events happened?</p> <p>Connective</p> <p>Dear diary, Today was an amazing day! My dream came true. I have been feeling so sad because I thought I was going to be a princess! People said it was not a very royal thing to do. Suddenly, we came up with a brilliant idea to create a bathing machine. A bathing machine is a machine that means I can jump into the sea without anyone looking! Brilliant! I was rolled out into the deep sea and jumped in! I was so happy! What an amazing day! I can't wait to go swimming again! From Queen Victoria</p> <p>adjective</p> </div> <p>We will then begin writing the first part of our diary entry in the point of view of Queen Victoria wanting to go swimming!</p>	<p>In this lesson, the children will recap what they already know about diary entries.</p> <div data-bbox="633 663 974 847"> <p>MY TURN</p> <p>What does excellence look like?</p> <p>All of a sudden, I came up with a brilliant idea! I could make a bathing machine! A bathing machine is a device that you can change in and be wheeled out into the sea! Amazing!</p> <p>So, earlier today I was wheeled out into the blue ocean and I SPLASH! Into the water! I went. I felt so happy because I could finally swim. It was the best day ever.</p> <p>From Queen Victoria</p> </div> <p>They will then look back at what they produced in the previous lesson and discuss what happened next to Queen Victoria.</p> <p>The children will finish their diary entry, writing the end continuing to use the features we have learnt.</p>	<p>Children to answer the questions about the chosen page in the story. Focus on writing answers in full sentences – using a range of questions such as;</p> <ul style="list-style-type: none"> ● Find the words ● Circle ● Tick ● Explain ● Define <div data-bbox="1037 970 1386 1225"> <p>What does Queen Victoria want to do? why?</p> </div>	<div data-bbox="1413 491 1744 730"> <p>What is similar? different?</p> </div> <p>Children to look at a range of Queen – what do they notice? What do they look like? What objects do they all have? What do they wear?</p> <div data-bbox="1413 911 1744 1182"> </div> <p>Children to design a queen and add adjectives to describe her</p>	<div data-bbox="1827 491 2163 762"> </div> <p>Using adjectives from yesterday children to create sentences to describe their Queen.</p> <p>Children to use connectives: because, but, so, also to extend sentences.</p> <div data-bbox="1827 1018 2163 1249"> <p>Which sentence is better? Why?</p> <p>My Queen is good.</p> <p>My Queen is caring because she has a dog.</p> </div>


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At the end of the lesson, the children will get the opportunity to swap their book with their partner and read each other's.



Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics 	<p>Review</p> <p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: gnaw gnashing wrote Encourage fluent independent reading.</p> <p>Teach</p>	<p>Review</p> <p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u> Words: gnat write Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p>	<p>Review</p> <p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: wrecked wrists gnu Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach GPC – il</u> Use PPT or grapheme card to</p>	<p>Review</p> <p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u> Words: sign wrapping Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p>	<p>Review</p> <p><u>GPC Review</u> Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: wring design gnawed Encourage fluent independent reading.</p> <p>Teach</p>

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	<p><u>Teach GPC – le</u> Use PPT or grapheme card to introduce ‘le’.</p> <p>Look at rule: If the vowel makes the short sound you need two consonants before the ‘le’ e.g. settle little apple. But if there is a long vowel before the ‘le’ you only need one consonant e.g. table beetle able.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: apple in a bottle.</p> <div data-bbox="224 766 604 1037"> <p>Writing sentences - le</p> <table border="0"> <tr><td>table</td><td>stable</td><td>able</td></tr> <tr><td>bottle</td><td>obstacle</td><td>trouble</td></tr> <tr><td>apple</td><td>waffle</td><td>tickle</td></tr> <tr><td>castle</td><td>beetle</td><td>cuddle</td></tr> <tr><td>people</td><td>trifle</td><td>snuggle</td></tr> <tr><td>battle</td><td>middle</td><td>untangle</td></tr> <tr><td>candle</td><td>little</td><td>scramble</td></tr> <tr><td>jungle</td><td>incredible</td><td>prickle</td></tr> <tr><td>turtle</td><td>miserable</td><td>giggle</td></tr> <tr><td>uncle</td><td>terrible</td><td>baffle</td></tr> <tr><td>vegetable</td><td>single</td><td>wobble</td></tr> </table> </div>	table	stable	able	bottle	obstacle	trouble	apple	waffle	tickle	castle	beetle	cuddle	people	trifle	snuggle	battle	middle	untangle	candle	little	scramble	jungle	incredible	prickle	turtle	miserable	giggle	uncle	terrible	baffle	vegetable	single	wobble	<p><u>Recap GPC – le</u> Use PPT or grapheme card to review ‘le’.</p> <p>Look at how to form plurals and past tense.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: apple in a bottle</p> <div data-bbox="638 662 996 933"> <p>Reading & Spelling le Words</p> <table border="1"> <tr><td>little</td><td>table</td><td>middle</td></tr> <tr><td>bottles</td><td>apple</td><td>able</td></tr> <tr><td>castles</td><td>people</td><td>candle</td></tr> <tr><td>jungle</td><td>cuddled</td><td>turtles</td></tr> <tr><td>single</td><td>untangled</td><td>scramble</td></tr> <tr><td>prickles</td><td>giggled</td><td>stable</td></tr> <tr><td>obstacles</td><td>baffled</td><td>wobble</td></tr> <tr><td>beetle</td><td>trifles</td><td>waffle</td></tr> </table> </div>	little	table	middle	bottles	apple	able	castles	people	candle	jungle	cuddled	turtles	single	untangled	scramble	prickles	giggled	stable	obstacles	baffled	wobble	beetle	trifles	waffle	<p>introduce ‘il’. This is a rare grapheme.</p> <p>Action: Wave a pretend wand in the air. Sound Cue: stencil with a pencil</p> <div data-bbox="1030 486 1344 869"> <p>Segmenting to spell - il</p> <p>Writing labels and sentences</p> </div>	<p><u>Recap GPC – el</u> Use PPT or grapheme card to introduce ‘el’.</p> <p>Look at spelling rule. Doubling ‘l’ and then adding ed.</p> <p>Action: Put your fingers to your lips, silent letters make no sound. Sound Cue: travel through a tunnel</p> <div data-bbox="1444 678 1780 933"> <table border="1"> <tr><td>towel</td><td>camel</td><td>squirrel</td></tr> <tr><td>tinsel</td><td>label</td><td>travel</td></tr> <tr><td>tunnel</td><td>channel</td><td>swivel</td></tr> <tr><td>weasel</td><td>trowel</td><td>marvel</td></tr> <tr><td>jewels</td><td>vessel</td><td>travelled</td></tr> <tr><td>tunnelled</td><td>labelled</td><td>ravels</td></tr> <tr><td>swivelled</td><td>labelling</td><td>channelled</td></tr> </table> </div>	towel	camel	squirrel	tinsel	label	travel	tunnel	channel	swivel	weasel	trowel	marvel	jewels	vessel	travelled	tunnelled	labelled	ravels	swivelled	labelling	channelled	<p><u>Teaching Blending to Read</u> Encourage children to read the words using whisper blending. Repeat. Can the children build up level of fluency on next read? Words: giggle beetle title terrible cuddle fossil nostril gerbil April travel labelled camels channel</p> <p><u>Reading Questions</u> Could a camel tickle a turtle? Can you travel to the jungle in April? Should people put labels on luggage when they travel? Can beetles and squirrels eat apples?</p>
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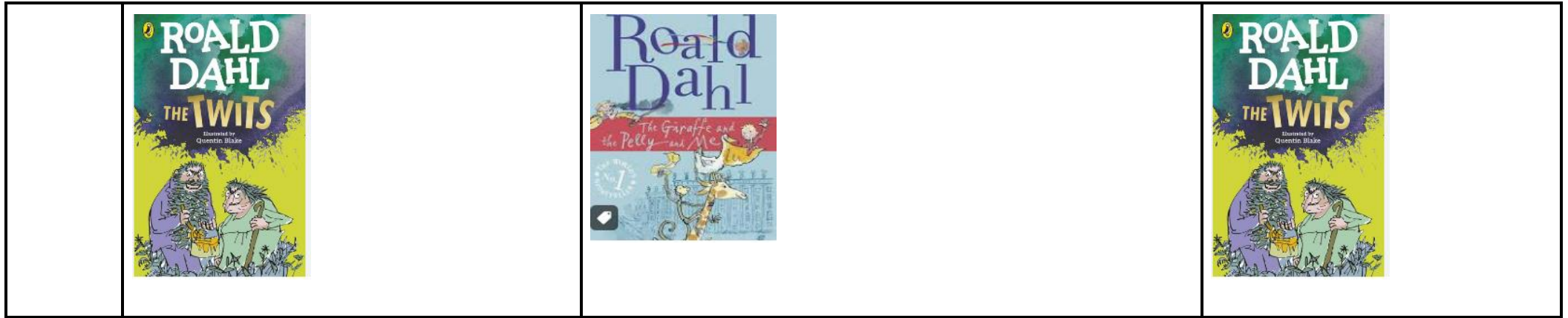
Aspen

Chestnut

Sycamore

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to explore and compare numbers using “greater than”, “less than” and “equal to”</u>	<u>LI: We are learning to develop our understanding of ordering objects and numbers.</u>	<u>LI: We are learning to further develop our understanding of counting in 2s, 5s and 10s.</u>	<u>LI: We are learning to count in steps of 3.</u>	<u>LI: We are learning to answer questions by applying our knowledge of place value.</u>

Key vocabulary and key questions	<u>Key Vocabulary: (specific to lesson)</u> greater than less than equal to number line value	<u>Key Vocabulary: (specific to lesson)</u> most fewest least greatest comparing numbers objects	<u>Key Vocabulary: (specific to lesson)</u> counting 2s, 5s and 10s forwards backwards counters Rekenreks patterns	<u>Key Vocabulary: (specific to lesson)</u> counting 3s forwards backwards greater or smaller counters Rekenreks	<u>Key Vocabulary: (specific to lesson)</u> Place value Ten and ones Greater than Less than Equal to Key questions:
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	<p><u>Key questions:</u></p> <ul style="list-style-type: none">• Can you show your answers using base 10/counters/cubes?• Can you show your answers by drawing a picture?• Is there more than one answer?	<p><u>Key questions:</u></p> <p>How does the number line help you order the numbers?</p> <ul style="list-style-type: none">• How does base 10 show that your order is correct?• How do you know which picture shows the smallest/greatest number?• Did you look at the tens or ones to help you order?	<p><u>Key questions:</u></p> <p>How many do you need to count on each time? How do you know?</p> <ul style="list-style-type: none">• When counting forwards, do the numbers get greater or smaller?• When counting backwards, do the numbers get greater or smaller?• Do you notice any patterns?	<p>patterns</p> <p><u>Key questions:</u></p> <p>How many do you need to count on each time? How do you know?</p> <ul style="list-style-type: none">• When counting forwards, do the numbers get greater or smaller?• When counting backwards, do the numbers get greater or smaller?• Do you notice any patterns?	<p>What have we learnt about place value?</p> <p>Why do we need this knowledge?</p>
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Activities

In this small step, children compare numbers in a more abstract way. The language of “greater than”, “less than” and “equal to” will be used alongside the inequality symbols throughout.

Circle 11 and 17 on the number line.



Choose a phrase to complete the sentence.

less than greater than equal to

11 is ____ 17

Circle 61 and 67 on the number line.



Choose a phrase to complete the sentence.

less than greater than equal to

61 is ____ 67

What is the same and what is different about comparing 11 and 17, and 61 and 67?

Write $<$, $>$ or $=$ to compare the numbers.

- a) 47 ○ 74
- b) 19 ○ 90
- c) 15 ones ○ 2 tens
- d) 71 ○ 70
- e) 8 tens ○ 9 ones
- f) 30 ones ○ 3 tens

In this small step, children use their knowledge of comparing both objects and numbers from the previous two steps to order objects and numbers. The language of “most”, “fewest”, “least” and “greatest” will be used throughout, as sets of objects and numbers are ordered.

Kim has 35 balloons.



Mo has 32 balloons.



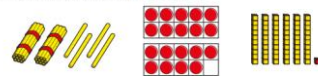
Jo has 40 balloons.



Who has the most balloons?

Who has the fewest balloons?

The pictures show different numbers.



Which is the smallest number?

Which is the greatest number?

Complete the number sentence.

____ < ____ < ____

In this small step children will count in 2s, 5s, 10s. It is essential that children can count both forwards and backwards in 2s, 5s and 10s. When counting in 2s and 5s, the starting number should be a multiple of 2 or 5 respectively. Children should, however, be able to count both forwards and backwards in 10s from any number.

Count forwards and backwards in 10s from 64

forwards 64

backwards 64

Complete the number tracks.

10 15 20

90 80 70

12 16 18

Is the statement always true, sometimes true or never true?

When counting in 2s, all the numbers are even.

How do you know?

In this small step, children count in 3s for the first time. They use concrete resources to physically make each number and begin to spot patterns when counting in 3s. Children explore problems in the abstract by drawing jumps on number lines, completing number tracks or using a hundred square to support them in counting and spotting patterns.

Continue the jumps on the number line to count backwards in 3s.



What number will you say after 15?

Jo has 12 stickers.



She collects 3 more stickers each day. How many stickers will she have in 8 days? Complete the number track to help you.

12

Jo will have stickers in 8 days.

Count up in 3s from 3
Colour the numbers you say on the number grid.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Children to complete the White Rose place value assessment

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Music – Sing Up

LI: We are learning to explore how a composer uses rhythm and articulation and responding to music through movement. Lesson 1 of 2

In this lesson, children will -

Get moving and warmed up with I once saw an elephant. They will listen to two movements from Carnival of the animals – ‘Fossils’ and ‘The swan’. Moving on to identify how the choices of instruments create character.

They will build on their understanding of Identifying how the composer uses rhythm and articulation to create character.

Respond to the character of the piece through movement.

Key words

- **Timbre:** violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano.
- **Pitch:** high, low.
- **Tempo:** fast, slow.
- **Other:** articulation (smooth, detached), character (flowing, jittery, brittle etc.).

RE – Widening Horizons





LI: We are learning the importance of Shabbat to Jewish people.

Today children will learn about the exciting day of Shabbat. They will learn the different customs and rules of Shabbat and how Jewish people prepare for this every week.

LI: We are learning the importance of Shabbat for Jewish people.

1. Write a sentence to go with each picture.

2. Draw pictures to match the sentences that have already been written.

		
	Adults and children drink from The Kiddush Cup.	
		
		Family and friends share news, tell stories and sing songs.

3. Why is Shabbat important to Jewish people? _____

* * * _____

PE – Get Set 4 PE

L4 – Fundamentals

LI: To develop jumping, hopping and skipping actions.

Success Criteria

- Bend your knees when jumping and landing.
- Look ahead and land with bent knees.

Lily pads:

In groups of four with four base stations. Pupils place a starting base station on the floor, then set up three distance markers. Each with one small step gap.

Pupils take turns to stand on the start marker and jump onto the first marker. Complete three times, then attempt the second marker and complete three times etc. They may choose their action for each marker to get the correct distance.

Land with soft bent knees, look forwards on landing and swing your arms to help you to travel further.

Make this harder by adding a fifth marker.

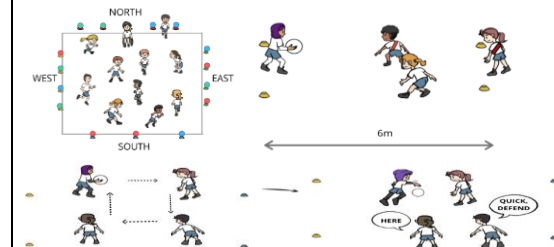


L4 – Invasion games

LI: To explore how to gain possession.

Success Criteria

- Do not be afraid of intercepting a pass.
- Stand so you can see the attacker and the ball.



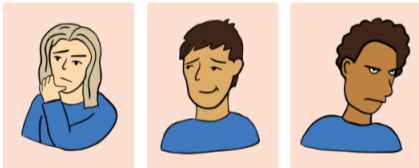
'The elephant'



- Which of these string instruments represents the elephant? Why?
- Did you guess correctly?
- How might an instrument reflect an animal's physicality?

Art – Kapow

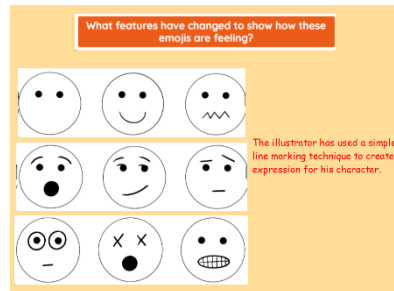
How are these characters feeling?



How do you know?

Task -Create a character. Make the character special and unique by changing their hair, adding accessories (hat, bag etc).

LI: We are learning to apply expressions to illustrate a character.



PSHE - Jigsaw

LI: We are learning to listen to other people and contribute my own ideas about rewards and consequences to help make my class a safe and fair place.

What are rewards? What are consequences?

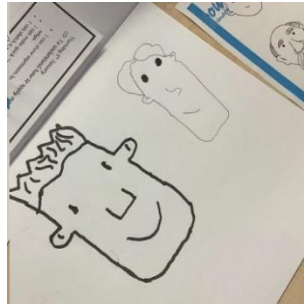
When we make a good choice, we are rewarded. What kinds of rewards can we get at school? How do they make me feel?

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Once this is done, you can lightly colour in your illustration.

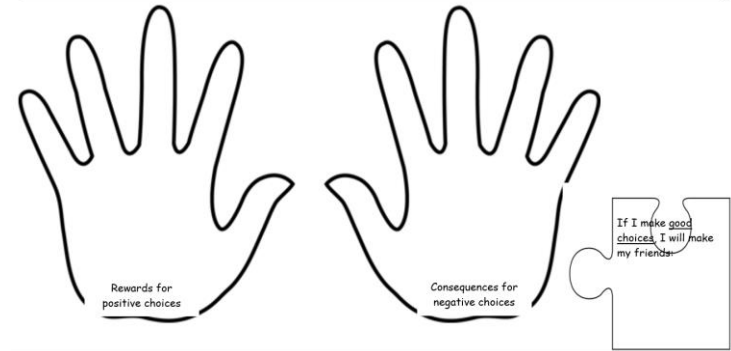
You must focus on the **expression** of the character.



When we make the wrong choice, there are consequences. What kind of consequences do we get at school? How do they make me feel?

TASK –

In the hands draw the rewards you think are suitable and the consequences for



negative choices.

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: we are learning to identify plants and animals in their habitat.</u></p>	<p><u>LI: We are learning about the events of William the Conqueror's invasion.</u> <u>LI: We are learning about the hierarchy of the Feudal system.</u></p>	<p><u>LI: We are learning to identify examples of information technology and sort where IT can be found.</u> Children will begin to explore IT in environments beyond school, including home and familiar places such as shops. They will talk about the uses of IT in</p>

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LI: We are learning to explain what animals live in a certain habitat.

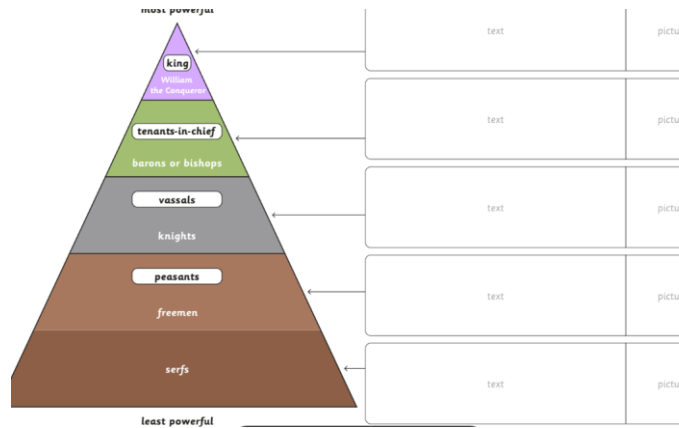
In this lesson children will learn to Identify and name a variety of plants and animals in a range of habitats and microhabitats. They will then explore and use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.

Children will explain how animals, including humans, need water, food, air and shelter to survive

Name	Where the animal shelters	Food the animal eats	Animal group
			carnivore <input type="checkbox"/>
			herbivore <input type="checkbox"/>
			omnivore <input type="checkbox"/>
			carnivore <input type="checkbox"/>
			herbivore <input type="checkbox"/>
			omnivore <input type="checkbox"/>
			carnivore <input type="checkbox"/>
			herbivore <input type="checkbox"/>
			omnivore <input type="checkbox"/>

This week, children will learn about the invasion of William the Conqueror and how he became monarch in England. Children will sequence the events in the correct order.

Then, children will learn about the Feudal hierarchy system and the five tiers. They will work in groups to read the systems and order the groups from most to least powerful.



these environments and be able to explain that IT is used in many workplaces. Draw a line to show where you would find these items.

IT in public places

Draw a line to show where you would find these items – inside or outside








Homework

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 23.9.24



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 style="text-align: center;"><u>Reading</u></p> <p>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.</p> <p>Your teacher will check, mark and sign your work once a week.</p> <p>Try and login to Bug Club and Reading Eggs.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p style="text-align: center;"><u>Spellings</u></p> <p>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> <div style="display: flex; justify-content: center; align-items: center;">   </div>	<div style="text-align: center;">  </div> <p>Doodle Maths – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>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:</p> <p>Hampton Court Palace 24th October Reading Café dates for specific classes- please see the classroom door.</p>