


Weekly Overview of Learning

Year Group: 2 Week beginning: 24.6.24



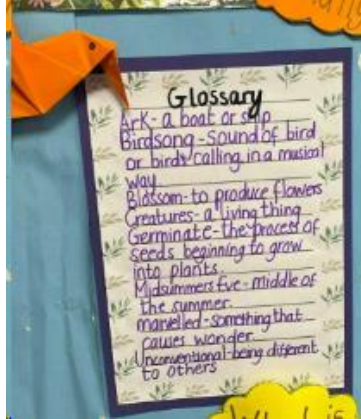









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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to make predictions based on what we have read.</u></p>	<p><u>LI: We are learning to define words we are unsure about.</u></p>	<p><u>LI: We are learning to create our own glossary.</u></p>	<p><u>LI: We are learning to make inferences from a text.</u></p>	<p>SPANISH DAY</p> 
<p>Speaking and Listening Focus</p>	<p>Sharing our predictions with the class.</p>	<p>Working together to research and sort definitions.</p>	<p>Read aloud trickier words and practice re reading their meanings.</p>	<p>Discussing what we can infer from a picture or text.</p>	<p>Discussing what we have learnt about Spain. Singing Spanish songs and learning the colours.</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary Mrs Noah Mr Noah Garden story prediction front cover blurb</p> <p>Key Questions What do you think the book will be about? Who is the author/illustrator? Who are our characters? Where is the story setting?</p>	<p>Key Vocabulary Mrs Noah Mr Noah Garden glossary uncommon fiction tricky words thesaurus</p> <p>Key Questions What is a glossary? Where do you find it?</p>	<p>Key Vocabulary Mrs Noah Mr Noah Garden glossary alphabetical order spellings checklist</p> <p>Key Questions What new words did you learn yesterday? What makes this glossary excellent? Are my spellings correct?</p>	<p>Key Vocabulary Mrs Noah Mr Noah Garden Inference How/Why/Who/Where/ What Text Pixture</p> <p>Key Questions What does inference mean? Where was Mrs Noahs home? Why did she have to leave?</p>	<p>Key Vocabulary Spain Population country food dancing languages colours sports</p> <p>Key Questions Where is Spain on the world map? What is the population? What is the weather like?</p>

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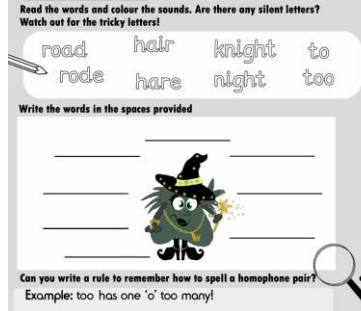
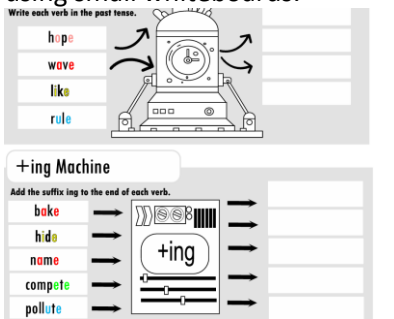

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	Why is she planting a garden?	When have we looked at glossaries previously in Year 2? Have you used the thesaurus?	Are my words in alphabetical order? Have I written neatly?	What is Mrs Noah planting? How is Mr Noah transforming the Ark? What were the children waiting for?	Which famous artists come from Spain? What do they like to eat/watch/play?																		
<p>Activities</p>	<p>Today, we will be starting our beautifully illustrated book, Mrs Noah's Garden. Children will start off by writing a prediction based on the front cover and the first two pages. We will then read the rest of the story and share if our predictions were accurate and what we enjoyed about the book.</p>  <p>Time to write a prediction!</p> <p>CT to model with the class</p> <table border="1" data-bbox="275 1166 633 1401"> <tr> <td>I predict...</td> <td>because</td> </tr> <tr> <td>I can see...</td> <td>and</td> </tr> <tr> <td>It says...</td> <td>Also</td> </tr> </table> <p>Who is the main character? Where is the story setting? Where was Mrs Noah's home? Why is she planting a garden? What will she do 'here'?</p> <p>Children write predictions based on cover and text in books.</p>	I predict...	because	I can see...	and	It says...	Also	<p>In today's lesson, children will recap the definition of a glossary and how it is found in the back of a book. Children will pick out tricky words from our storybook. They will work in groups to find out the definitions of trickier words using teamwork and thesauruses.</p> <p>Let's take a look through Mrs Noah's Garden and see if there are any trickier words we can spot!</p>  <p>OXFORD Children's Thesaurus</p>	<p>Following on from yesterday's lesson, children will be using their research to create their own glossary. They will need to remember to spell correctly, use alphabetical ordering and make sure their work is neat and tidy.</p> 	<p>Today, children will be recapping the meaning of inference. We will take some scenes from Mrs Noah's Garden and answer questions using inference. Children will draw upon what they already know, and what they can see in the text/picture. Then, they will independently answer a range of questions related to the text.</p>  	<p>In English, children have the exciting opportunity to learn all about Spain! They will learn about the language, cuisine, famous people, historical landmarks, amongst other things! They will also listen to a spanish audiobook, learn the colours in Spanish and much more! For their written task, children will write and draw a fact file about Spain.</p> <p>Spain</p> <p>Use non-fiction books and the internet to find out information about Spain.</p> <table border="1" data-bbox="1807 1038 2069 1267"> <tr> <td>Capital City:</td> <td>Country Flag:</td> </tr> <tr> <td>Population:</td> <td></td> </tr> <tr> <td>Language Spoken:</td> <td></td> </tr> <tr> <td>Location of Country:</td> <td></td> </tr> <tr> <td>  </td> <td>  </td> </tr> <tr> <td> Famous Landmarks: Popular Activities or Sports: Traditions: National Anthem: Other Interesting Facts: </td> <td> Famous People: Popular Activities or Sports: National Anthem: Other Interesting Facts: </td> </tr> </table> <p>Spanish Cuisine</p>  <p>Tapas are a selection of small dishes which can be shared with friends and family.</p>	Capital City:	Country Flag:	Population:		Language Spoken:		Location of Country:				Famous Landmarks: Popular Activities or Sports: Traditions: National Anthem: Other Interesting Facts:	Famous People: Popular Activities or Sports: National Anthem: Other Interesting Facts:
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5																																										
<p>Phonics</p> 	<p>REVIEW</p> <p>Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards.</p> <p>TEACH</p> 	<p>REVIEW</p> <p>Read through the PowerPoint to see how the drop e rule is applied to words ending in e.</p> <p>Review how to add suffixes s, ing and ed on the whiteboard.</p> <p>Remember to focus on the end of the word to use the correct rule.</p> <p>TEACH</p> <p>Children add suffixes in pairs using small whiteboards.</p> 	<p>REVIEW</p> <p>Word Search – suffix (drop e) rule Change the words in the list to the past tense and find them in the word search.</p> <p>TEACH</p> <p>Word Search</p> <table border="1" data-bbox="1075 869 1411 1045"> <tr><td></td><td>h</td><td>a</td><td>t</td><td>e</td><td></td></tr> <tr><td>b</td><td>v</td><td>e</td><td>t</td><td>m</td><td>c</td></tr> <tr><td>e</td><td>x</td><td>p</td><td>l</td><td>o</td><td>d</td></tr> <tr><td>r</td><td>s</td><td>m</td><td>i</td><td>l</td><td>e</td></tr> <tr><td>t</td><td>e</td><td>h</td><td>n</td><td>s</td><td>x</td></tr> <tr><td>o</td><td>d</td><td>l</td><td>o</td><td>v</td><td>e</td></tr> <tr><td>r</td><td>e</td><td>d</td><td>u</td><td>c</td><td>e</td></tr> </table> <p>Can you find the following words: smile, love, skate, reduce, hate, explore</p>		h	a	t	e		b	v	e	t	m	c	e	x	p	l	o	d	r	s	m	i	l	e	t	e	h	n	s	x	o	d	l	o	v	e	r	e	d	u	c	e	<p>REVIEW</p> <p>Tricky Witch likes to cause trouble. This time though, the trick is on her – the homophone trick. Tricky Witch gets her homophones mixed up, causing chaos. Think of things that could happen as a result of the confusion.</p> <p>For example, Tricky Witch makes a magic spell for flowers but ends up covered in flour!</p> <p>TEACH</p> <p>Tricky Witch's Mix up! Write a story in the past tense about Tricky Witch's Homophone Mix up! Tricky Witch confused homophones causing chaos. Make sure the story is written in the past tense. Watch out for the drop e rule!</p> 	<p>REVIEW</p> <p>Can the class create interactive displays for these monsters and their CEWs?</p> <p>TEACH</p> <p>Angry Red A great break make</p> <p>Green Froggy every even busy many everybody pretty people any money</p>
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b	v	e	t	m	c																																										
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class – Billionaire Boy Author - David Walliams</p> 	<p>Chestnut Class Mr Penguin and The Fortress of Secrets. Author – Alex. T Smith</p> 	<p>Pine Class Best Friends Author - Wendy Finney</p> 	<p>Sycamore The Twits Author - Roald Dahl</p> 
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<p>Maths</p>	<p>Lesson 1</p> <p><u>LI: We are learning to notice patterns.</u></p>	<p>Lesson 2</p> <p><u>LI: We are learning to describe turns with patterns.</u></p>	<p>Lesson 3</p> <p><u>TTRS</u></p>	<p>Lesson 4</p> <p><u>LI: We are learning to order numbers on a blank number line.</u></p>	<p>Lesson 5</p> <p><u>LI: We are learning to count to 20 in Spanish.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary -Pattern -Repeat -Shapes -Turns</p>	<p>Key Vocabulary -Pattern -Repeat -Shapes -Turns</p>	<p>Key Vocabulary -5-times table -10-times table -Inverse -Multiplication</p>	<p>Key Vocabulary -Number line -Before -After -Order</p>	<p><u>SPANISH DAY</u> -Uno -Dos -Tres -Cuatro</p>

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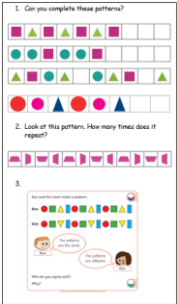





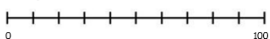

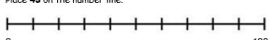

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	<p>-Next -Before</p> <p>Key Questions -What is next in the pattern? -How do you know? -How have the shapes been changed? -What came before in the pattern?</p>	<p>-Next -Before</p> <p>Key Questions -What are patterns? -Which shape(s) is/are repeating? -How can you describe this pattern? -How can you make a pattern with one shape? -How can you describe the turn in each pattern? -What is the next shape?</p>	<p>-Division</p> <p>Key Questions -What times table do we need to use? -If we know the times tables, do we know the division? -What is the question asking us? -How can we work this out?</p>	<p>-Sequence -Blank</p> <p>Key Questions -What comes next? How do you know? -What's the midpoint? -What are the intervals on the number line?</p>	<p>-Cinco -Seis -Siete -Ocho -Nueve -Diez -Once -Doce -Trece -Catorce -Quince -Dieciséis -Diecisiete Dieciocho Diecinueve -Veinte</p>
Activities	<p>In this lesson, we will be recapping that a pattern is and how to predict what will be next in the pattern.</p> <p>We will begin by discussing what a pattern is. We will look at different examples.</p> <p>We will then look at incomplete patterns to predict what will happen next.</p>	<p>Today, children should be able to identify what the next shapes in the pattern are and what direction they face.</p> <p>We will be using the language of quarter, half, three-quarter turns as well as clockwise and anticlockwise.</p> <p>We will begin by discussing what happens when a shape completes a full turn and</p>	<p>In today's lesson, we will be practising our times tables.</p> <p>We will begin by recapping our timetables using songs.</p> <p>We will then complete our TTRS papers.</p>	<p>Today, we will be addressing misconceptions found during our Summer PIXL assessments.</p> <p>This week, we will be focusing on missing numbers on number lines.</p> <p>Children will begin by recapping the order of numbers.</p>	<p>Today in Maths, we are learning count to 20 in Spanish.</p>  <p>We will begin by counting to 20.</p> <p>We will then play different activities using the numbers</p>

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 <p>Children will then independently complete patterns.</p>	<p>why this may not be useful when creating patterns.</p> <p>Draw the next two shapes in each pattern.</p> <p>a) </p> <p>b) </p> <p>c) </p> <p>d) </p> <p>Children will then complete activity independently.</p>	<p>BASELINE Name: _____ Date: _____</p> <p>5 × 5 = _____ 8 × 5 = _____ 50 ÷ 5 = _____ 7 × 5 = _____ 5 × 5 = _____ 55 ÷ 5 = _____ 8 × 5 = _____ 3 × 5 = _____ 40 ÷ 5 = _____ 4 × 5 = _____ 4 × 5 = _____ 25 ÷ 5 = _____ 3 × 5 = _____ 6 × 5 = _____ 35 ÷ 5 = _____ 9 × 5 = _____ 9 × 5 = _____ 30 ÷ 5 = _____ 11 × 5 = _____ 10 × 5 = _____ 10 ÷ 5 = _____ 12 × 5 = _____ 7 × 5 = _____ 5 ÷ 5 = _____ 3 × 5 = _____ 2 × 5 = _____ 45 ÷ 5 = _____</p> <p>When we have finished, we can practise our times tables on TTRS using our school iPads.</p>	<p>They will then look at number lines with different intervals and more difficult blanks.</p> <p>The children will complete a sheet independently and play a game together.</p> <p>Place 20 on the number line.</p>  <p>Place 30 on the number line.</p>  <p>Place 10 on the number line.</p>  <p>Place 45 on the number line.</p>  <p>Place 25 on the number line.</p> 	<p>in Spanish including Spanish Bingo and number group finding.</p>
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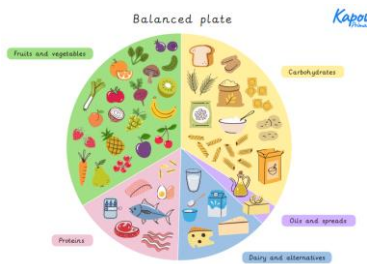
Session 1

LI: We are learning to recognise foods and their groups.

In this lesson, children will learn to recognise different foods and their food groups. They will explore in their groups where each food will go.

- ✓ What do you like to eat?
- ✓ What foods do you eat each day?
- ✓ Do you eat the same thing every day?

They will discuss what a balanced diet means and how this can be achieved.



Session 2 and 3

LI: We are learning to identify the balance of food groups in a meal

In this lesson, children will learn to discuss what their favourite foods are and discuss why.

Session 4

LI: We are learning to identify an appropriate piece of equipment to prepare a given food.

In this lesson children will explore the different equipment available to prepare foods. They will complete an activity to match and explain which utensil would be appropriate to prepare a certain type of food and how to use that equipment safely.



Session 5

LI: We are learning to select balanced combinations of ingredients.

In this lesson children will have the opportunity to taste different foods and combinations from the different food groups. They will discuss why they chose these foods and the combinations.

Session 6

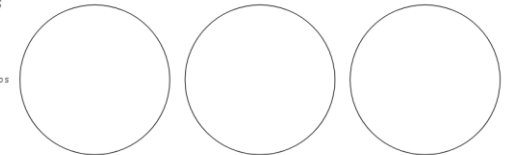
LI: We are learning to explore and design a healthy wrap

In this lesson, children will use their knowledge from previous lessons to design their balanced wraps according to their design brief.

They will ensure they have included foods from the food groups.

Design ideas

Drawing of my wraps



final design

final design

final design

Peer-assessment



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Questions

- ✓ What are your favourite things to eat?
- ✓ Why do you like eating this food? (It tastes nice; it is filling; it is sweet/spicy/crunchy.)

They will explore what a balanced meal means and how this can be achieved. They will look at restaurant menus and discuss what health and unhealthy means and how to make sensible choices.

They will then go on to design their own menu and use role play to ask questions based on nutritional/dietary information.

Questions

- ✓ What food groups does the first meal contain?
 - ✓ Which meals contain dairy?
- ✓ I need a lot of carbohydrates; which meals would you recommend?

They will use the work on Jamie Oliver to explore foods and to create a new healthy wrap -

We need your help.
Please design a healthy wrap that includes fresh ingredients from these food groups: protein, fruits or vegetables and dairy.
Demonstrate your knowledge of healthy choices by designing a healthy meal children will like. It can truly make a difference.
Yours faithfully,
Zara Chang
zara.chang@healthyfoodfuture.org.uk

In order to meet the design brief, children will need to pick tasty foods to go in the wrap.

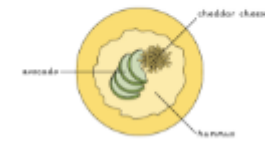
Using different foods, the children will suggest different words to describe foods based on the new pictures for example spicy, hot, cold, sour, crunchy, chewy, hard.

They will then move on to taste testing and record their results using the table below. Some foods from the list below will be selected.

Plates of fruits and vegetables (one sample of each food per child):
avocado;
spring onion;
coriander;
parsley;
pepper;
cucumber.

Plates of protein (three samples of each food per child):
boiled egg;

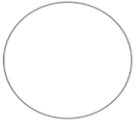
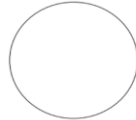
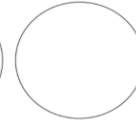

Example design



Children will use peer assessment to gather feedback regarding their designs.

LI: We are learning to explore and design a healthy wrap

Task: using your taste combinations and the food available, create 3 wrap designs.

Design ideas			
Drawing of my wraps			
	final design <input type="checkbox"/>	final design <input type="checkbox"/>	final design <input type="checkbox"/>
Peer-assessment			

Session 7

LI: We are learning to make our healthy wraps.

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hummus.
Plates of dairy (three samples of each food per child):
cheddar cheese;
cream cheese.

Combination number	Protein	Vegetable	Dairy	😊 😐 😞
Example	egg	cucumber	X	😊
1				
2				
3				
4				
5				

In this session, children will make their own wrap using their design brief and designs. They will be taught to use scissors and chopping tools safely.

They will enjoy their tasty wrap.

Recall -

Our school has been invited by Jamie Oliver to help him to improve school lunches.



He would like us to create a delicious new healthy wrap to serve in the school hall.

What do you think?

Can we help him?

- The design brief letter highlights that the wrap should:
- ✓ Be balanced.
 - ✓ Include protein, fruits or vegetables and dairy products.
 - ✓ Be tasty and something children will like.

DT week – Day 5

Session 7

LI: We are learning to evaluate our healthy wraps and discuss our learning.

In this session, children will review their wraps and reflect on their learning of food groups and the construction of their wraps.

They will write a letter to Jamie Oliver telling him how they met the design brief and why their wraps would be suitable to appear on school menus across the country.

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LI: We are learning to evaluate our healthy wraps and discuss our learning.

Task: we are going to write a letter to Jamie Oliver to tell him about the wraps you made and how they meet the brief.

Explain , why it was so healthy and why it should be on school menus.

Dear Mr. Oliver,

Yours Sincerely,
Pine Class

LI: We are learning to evaluate our healthy wraps and discuss our learning.

What did you learn about making your wrap?

What did you enjoy?



I am proud because.... ..



I found using difficult because.....

Homework



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

Reading and spelling.

Maths

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

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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.



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?

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



Important dates

8th and 10th July – seaside trips

5th and 12th July – eat with your child and junior tour please see parent mail