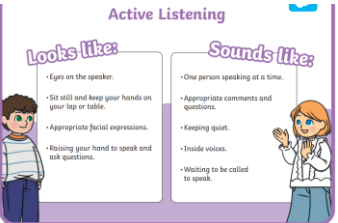

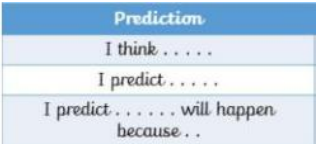




Weekly Overview of Learning

Year Group: 2 Week beginning: 29.4.24

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<u>English Reading and Writing</u>	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>Grammar, Punctuation and Spelling quiz</u></p>	<p><u>LI: We are learning to identify and utilise capital letters (part 1).</u></p>	<p><u>LI: We are learning to make predictions based on what has been read (1e)</u></p>	<p><u>LI: We are learning to read closely to obtain specific information (1b)</u></p>	<p><u>LI: We are learning to make inferences to discuss characters' feelings and behaviour (1d)</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will listen carefully to the instructions given to complete the quiz successfully.</p> 	<p>Children will use think, pair, share to recall and discuss the features of a sentence where full stops are used and the purpose.</p> 	<p>Chn will listen and respond to each other when making predictions. They will be encouraged to take turns when talking in pairs or in trios.</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>Children will be encouraged to discuss their knowledge with their peers and give opinions.</p> 

Weekly Overview of Learning

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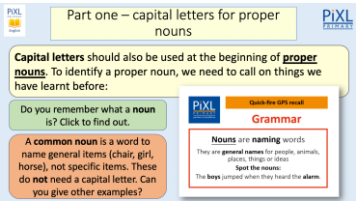
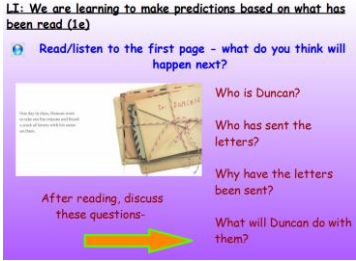
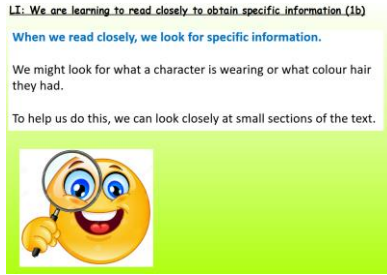
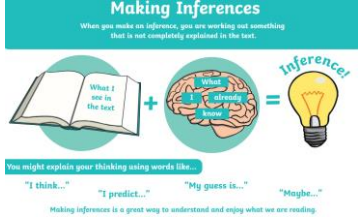
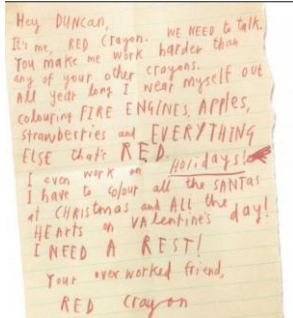
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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key questions</u> What type of quiz are we completing? How long will it take? Will I know the answers? What do I do if I don't know the answer?</p> <p><u>Key Vocabulary</u> quiz answer booklet questions</p>	<p><u>Key questions</u> What is a capital letter? When is a capital letter used in a sentence? What do capital letters in the alphabet look like?</p> <p><u>Key Vocabulary</u> capital letters full stops subject verbs noun</p>	<p><u>Key questions</u> What will happen next? Why do you think this? Are there any clues in the text? Who is Duncan? Who are the Crayons? Why did they quit?</p> <p><u>Key Vocabulary</u> Predictions clues pictures explanations quit crayons</p>	<p><u>Key questions</u> Where/when does the story take place? What did s/he/it look like? Through whose eyes is the story told?</p> <p><u>Key Vocabulary</u> retrieve clues text explain</p>	<p><u>Key questions</u> What makes you think that? Which words give you that impression? I wonder what the writer intended? What do these words mean and why do you think the author chose them?</p> <p><u>Key Vocabulary</u> infer text feelings behaviour adjectives</p>
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Weekly Overview of Learning

Year Group: 2 Week beginning: 29.4.24

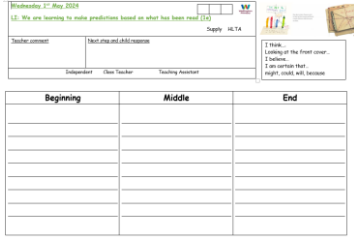
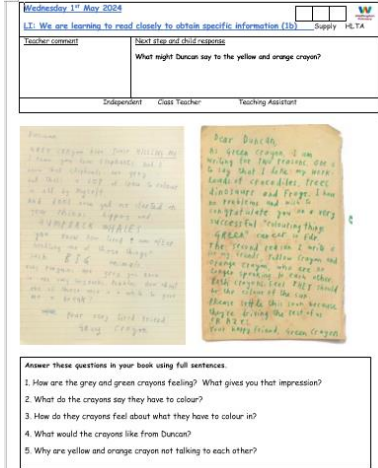
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Activities					
	<p>In this lesson, children will be completing a quiz to highlight their understanding of grammar, punctuation and spelling</p>	<p>In this lesson children will be taught the fundamentals of using capital letters when writing sentences. They will also learn the elements of a concise sentence.</p> 	<p>Within this lesson children will be introduced to their new text.</p> <p>They will make predictions based on the front cover.</p> <p>Children will read the first page and then make further predictions based on what they have just read. They will record what they think will happen in the beginning, middle and end using pictures and sentence stems to aid writing.</p> 	<p>In this lesson, children will be introduced to the skills required when information needs to be retrieved from a text. They will be taught about looking for clues and specific words which will help them know when to use information when answering questions.</p> 	<p>In this lesson, children are taught to make inferences and the skills required to do this successfully.</p> <p>They will explore different crayons and explore how they feel and how they behave so then write about them using the third person.</p>  

Weekly Overview of Learning

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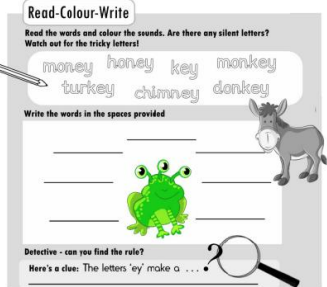
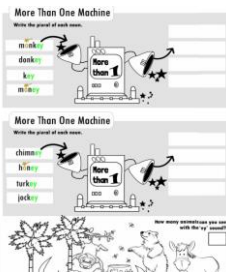
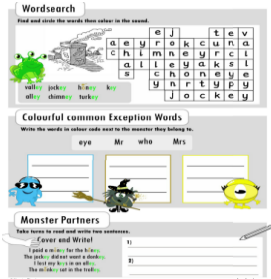
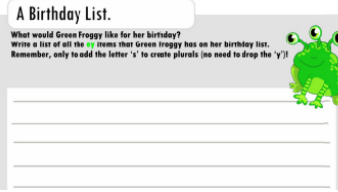
			 <table border="1" data-bbox="1025 486 1368 635"> <thead> <tr> <th>Beginning</th> <th>Middle</th> <th>End</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Beginning	Middle	End																															 <table border="1" data-bbox="1404 395 1780 475"> <thead> <tr> <th>Teacher comment</th> <th>Next step and child response</th> </tr> </thead> <tbody> <tr> <td> </td> <td>What might Duncan say to the yellow and orange crayon?</td> </tr> </tbody> </table> <p data-bbox="1422 718 1769 829"> Answer these questions in your book using full sentences. 1. How are the grey and green crayons feeling? What gives you that impression? 2. What do the crayons say they have to colour? 3. How do they crayons feel about what they have to colour in? 4. What would the crayons like from Duncan? 5. Why are yellow and orange crayon not talking to each other? </p>	Teacher comment	Next step and child response		What might Duncan say to the yellow and orange crayon?	
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics  Term 3 - Week 1 This week	Review Monster Sounds Roar Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one.	Review ey and suffixes Recap the ey PowerPoint. Notice how plurals are formed differently for ey and y . Teach	Review Common Exception Words Review CEWs by writing in colour-code: Mr Mrs who eye Day 3 Worksheet	Review Ideas Generation What would Green Froggy like for her birthday? List as many ey words as possible Day 4 Writing Task	Review HFWs 1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards Teach

Weekly Overview of Learning

Year Group: 2 Week beginning: 29.4.24

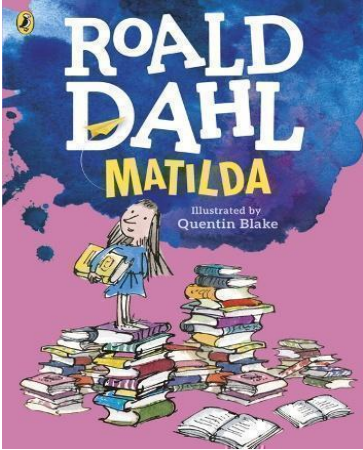
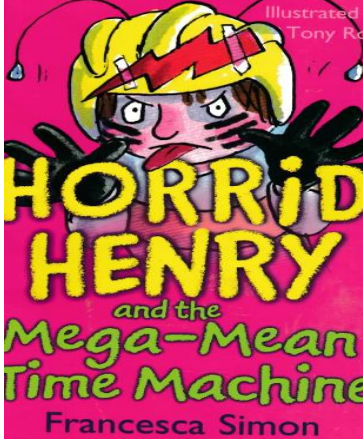
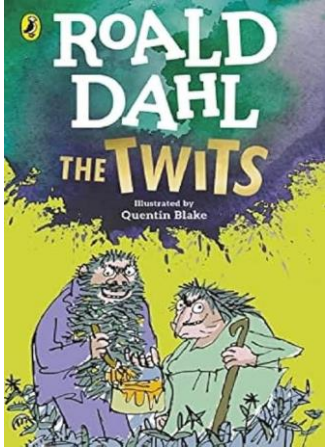
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<p>reviews the wr graphem e and adding suffixes to wr words.</p>	<p>Repeat with the plain-text flashcards.</p> <p>Teach <u>Action: E Smiley face.</u> Watch the video 'Monkey Boo'.</p> <p>Day 1 Worksheet - Read-Colour-Write Read the words and colour the sounds. Write the words in the spaces. Add the rule.</p> 	<p>Can the children remember the ey words? There are not many ey words to remember. It is important to know them because most other words ending in the long E sound are spelt with a y.</p> <p>Day 2 Worksheet Grammar Machines Complete the +ing Machine Time Machine More than One Machine</p> 	<p>Monster Partners Working in pairs, children take turns to dictate and write sentence dictations with their partner.</p> 	<p>Birthday List Write a list of all the items that Green Froggy has on her birthday list.</p> 	<p>Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.</p> <p>he's, we're, can't, didn't, couldn't – these are contractions. Tricky Witch changes the n sound in 'can't', 'didn't' and 'couldn't' and the re sound in 'we're'. The o and l in 'couldn't' are silent ghosts.</p> <p>jumped, stopped – Tricky Witch changes the ed to a t sound.</p> <p>2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory</p>
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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 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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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>Addition and subtraction quiz.</u></p>	<p><u>LI: We are learning to identify what unit and non-unit fractions are.</u></p>	<p><u>Number and place value quiz.</u></p>	<p><u>LI: We are learning to recognise the equivalence between $\frac{1}{2}$ and $\frac{2}{4}$.</u></p>	<p><u>LI: We are learning to recognise and find $\frac{3}{4}$.</u></p>

Weekly Overview of Learning



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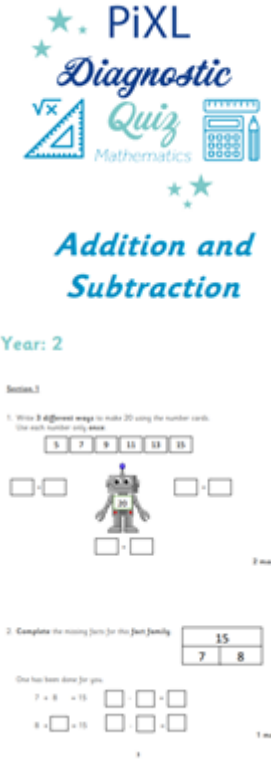
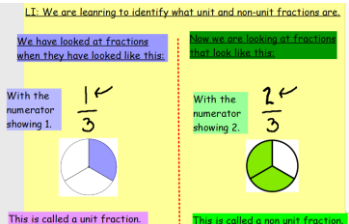
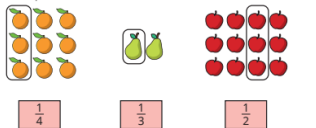





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<p>Key vocabulary and key questions</p>	<p>-</p>	<p><u>Key questions</u> -What is a unit fraction? What is a non-unit fraction? -What is the difference between a unit fraction and a non-unit fraction? -How can you tell if this fraction is the same as 1 whole? -Will a unit fraction always be smaller than a non-unit fraction? Why?</p> <p><u>Key Vocabulary</u> -Fractions -Unit fractions -Non-unit fractions -Numerator -Denominator -Vinculum -Equal -Compare</p>		<p><u>Key questions</u> -What does "equivalent" mean? -What do you notice when you colour 1/ 2 and 2/4 of the same shape? -How can you show that 1/ 2 and 2/ 4 are equivalent?</p> <p><u>Key Vocabulary</u> - Equivalent -Equal -Fractions -Numerator -Denominator -Vinculum</p>	<p><u>Key questions</u> -How do you find 1/ 4 of a number? How could you use this to find 3/ 4 of a number? - How can you use counters/bar models to help? -How many equal groups do you need to make? -How many of the equal groups do you need to count to find 3 /4 ?</p> <p><u>Key Vocabulary</u> -Fractions -Numerator -Denominator -Vinculum -Quarter -Three-quarters -Whole -Half</p>
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<p>Activities</p>	<p>In this lesson, children will be completing a quiz to highlight their understanding of addition and subtraction.</p> 	<p>In this lesson, we are looking at unit and non-unit fractions.</p>  <p>Children should recognise that a unit fraction is one in which the whole has been split into equal parts and one of those parts is shaded or highlighted.</p> <p>Match the pictures to the unit fractions.</p>  <p>They should consider how unit fractions are written in fraction notation, and this will clarify the role of the numerator and denominator.</p>	<p>In this lesson, children will be completing a quiz to highlight their understanding of number and place value.</p> 	<p>Today, the children will be discussing what equivalence means. They should see that $\frac{1}{2}$ and $\frac{2}{4}$ take up the same amount of space, as long as the wholes are equal in size.</p> <p>Take two identical strips of paper. Fold one strip into two equal pieces. Fold the other strip into four equal pieces.</p>  <p>Compare one of the two equal pieces with two of the four equal pieces. What do you notice?</p> <p>Children will first begin by looking at this pictorially, and then will move on by looking at the fractions of numbers.</p> <p>Use the pictures of the sweets to help you.</p> <p>a) What is $\frac{1}{2}$ of 12? <input type="text"/></p>  <p>b) What is $\frac{1}{4}$ of 12? <input type="text"/></p>  <p>c) What is $\frac{2}{4}$ of 12? <input type="text"/></p> 	<p>Children start by finding $\frac{1}{4}$ of a set of objects, then explore and discuss methods to find $\frac{3}{4}$.</p> <p>They could consider the suitability and efficiency of these methods. We will then look at how we can find different fractions of numbers and follow the patterns when finding $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ of a number.</p>
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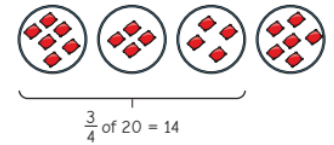
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The children will compare fractions that contain one unit or more units.

Tiny uses bean bags and hoops to find $\frac{3}{4}$ of 20



What mistake has Tiny made?
What is the correct answer?

There are 8 cubes.

- Use the bar model to share the cubes into 4 equal groups.



- Complete the sentences.

There are _____ in each group.

To find $\frac{3}{4}$ I need to count _____ groups.

$\frac{3}{4}$ of 8 is _____

- Use the same method to help you find $\frac{3}{4}$ of 16 and $\frac{3}{4}$ of 20

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Music – Sing Up

LI: We are learning to Listen actively and mark the beat by tapping, clapping, and swinging to the music.

- Jazz suite No. 1 – 2. 'Polka' by Dmitri Shostakovich

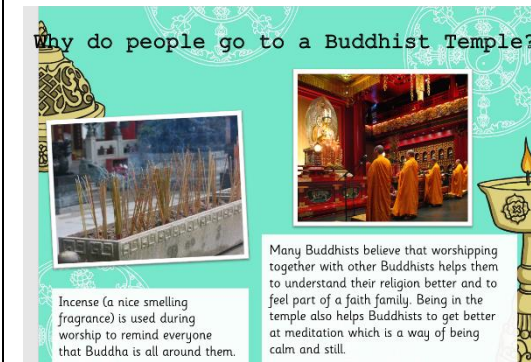


In pairs, invite the children to create their own action pattern in either 3- or 2-time, tapping different parts of their body. For instance, hands on shoulders then head for 2-time, or toes, shoulders, ears for 3-time. They will need to be able to repeat their pattern a few times, the same each time.

RE – Widening Horizons

LI: We are learning to identify the features of a Buddhist place of worship.

Why do people go to a Buddhist Temple?



Incense (a nice smelling fragrance) is used during worship to remind everyone that Buddha is all around them.

Many Buddhists believe that worshipping together with other Buddhists helps them to understand their religion better and to feel part of a faith family. Being in the temple also helps Buddhists to get better at meditation which is a way of being calm and still.

temple.

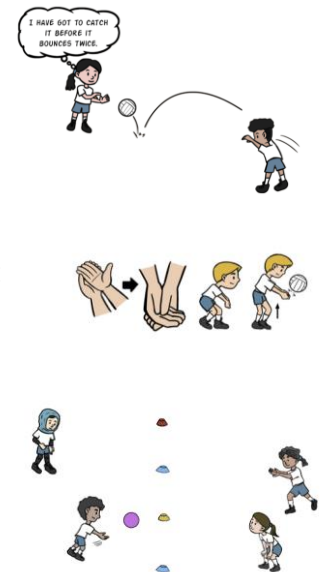
Showing Respect

- No talking in the shrine room.
- Wear appropriate clothing and no shoes to be worn inside.
- Special books should be kept off the floor.
- Sit with your legs crossed on the floor, do not straighten out your legs (this is a sign of disrespect, so is lying down).
- Bow to the statue of Buddha.
- Make offerings.

Children to read the information as a class about the temple. Then label the features of the

PE – Get Set 4 PE

LI: We are learning to play against a partner.



The children will begin by practising their passing skills in partners using different passing techniques. The children will then practise passing with fisted hands.

For the main activity, in groups of four with one playground ball and four cones between them. They create a 'net' using the cones and stand two players either side. Groups work as a team to send the ball over the net and return it. Each pupil can choose how they wish to return the ball from the methods they have explored today:

- catch, return
- open palm pat, return (one or two

Weekly Overview of Learning

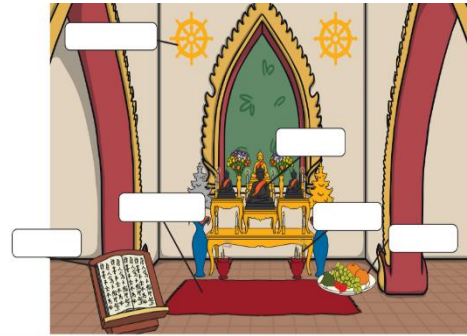
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Play the children Shostakovich's *Jazz Suite No. 1 – 2. 'Polka'*.

As a class, try tapping one of their favourite 3-time patterns, followed by one of their 2-time patterns. Which do the children think fits the music the best.

Split the class into two groups. Group 1 will all perform their sequence of actions together whilst Group 2 act as the audience. Children in the audience can provide positive feedback for their peers. Then swap the groups over allowing Group 2 to perform, with Group 1 forming the audience.



Children to then write a sentence about the features of the temple.

<p>Temple</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Stupa</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Meditation Hall</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Vihara</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Shrine</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Offerings</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

- hands)
- closed fists, return

Pupils must aim to return the ball over the net after one bounce. Option to count how many they can do in a row with only one bounce in between.

LI: We are learning to develop accuracy with overarm throwing to limit a batter's score.

The children will begin by playing in groups of four with one ball and four cones. Pupils play 2v2.

Place two cones 4m apart. One team stands at each of these cones with the ball, they are the fielders.

For the main activity, the children will play scatter ball. In groups of four with two cones,



two balls _____ and one

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hoop. One pupil is the batter, the other three pupils are fielders. Batters have three turns each, then rotate positions.

Art – Kapow

LI: We are learning to present and evaluate artwork.

The classroom will turn into an exhibition for this Art lesson as children will walk around and take a look at their peers' work. They will then select their favourite pieces and sketch it in their books, explaining why they have

PSHE - Jigsaw

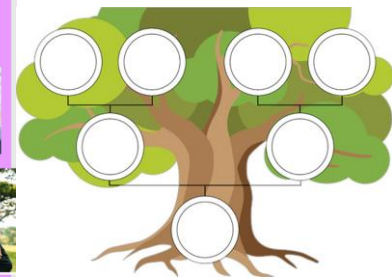
LI: We are learning to identify the different members in my family and understand my relationship to them.

This week we will be starting a new topic on Relationships. Children will first identify what they already know about Relationships and then we will explore how families come in all different shapes and sizes, however they are all special. We will take a look at different families and describe their relationship to them. For their task, children will create their own family

Families come in all different shapes and sizes. They can be very diverse, which means all families are not the same! However, this is normal and everyone's families are special and unique in their own way.

TPS: Why do we have families?

Lets look at examples of different families.



trees.

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chosen this piece of art.

- ✓ Which artwork do you like the best?
- ✓ What do you like about it? (Dig deeper to find out whether they like it because they enjoyed the making process the most, or found it the easiest, etc.)
- ✓ Which artwork seems the most clearly linked to your map? Does that matter?
- ✓ Which artwork will look the best in the place we have chosen to display it?
- ✓ Which artwork contains links to the local area?



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Science - Wellington Curriculum

LI: We are learning to compare the suitability of a range of everyday materials.

In today's lesson children will explore the uses of different materials and why they are suited for different objects, such as different types of furniture or appliances. They will then draw and write the properties of different objects and their uses.

EVERYDAY MATERIALS



Topic (History) – Wellington Curriculum

LI: We are learning to compare two countries.



Who has visited Somalia? What do we know about Somalia?



The countries of Djibouti, Ethiopia and Kenya are to the west of Somalia. The Indian Ocean is to the east.

The UK is an island, is Somalia an island? Why?

Computing – Barefoot and Teach Computing

LI: We are learning to express how music makes us feel.

Today children will listen to the songs Mars and Venus. They will speak to their partner about the similarities and differences they notice about the music. Then, children will have a planet worksheet and the musical description cards with words and emotions that could describe a piece of music, e.g.

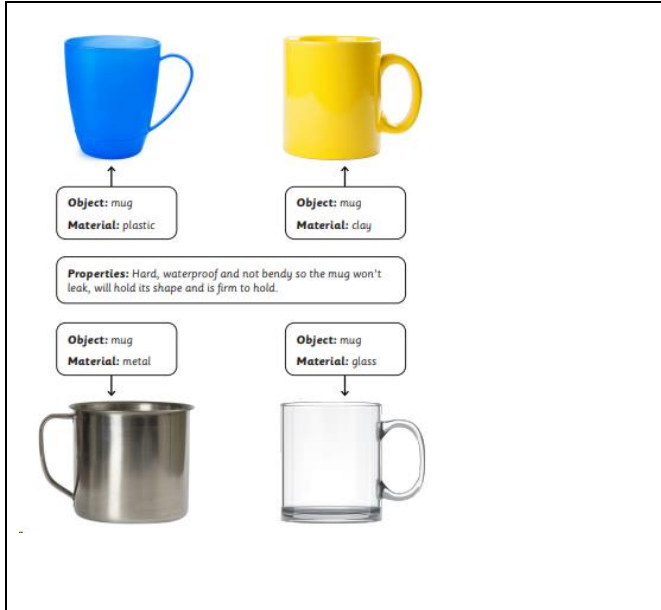
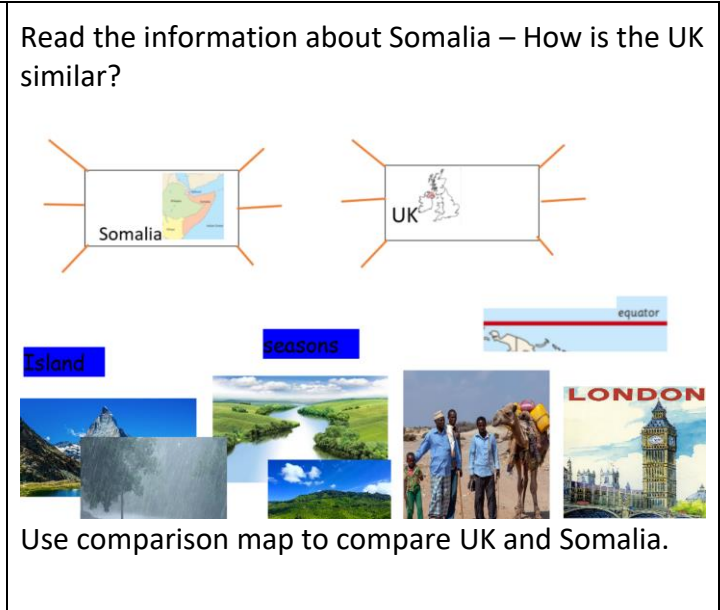
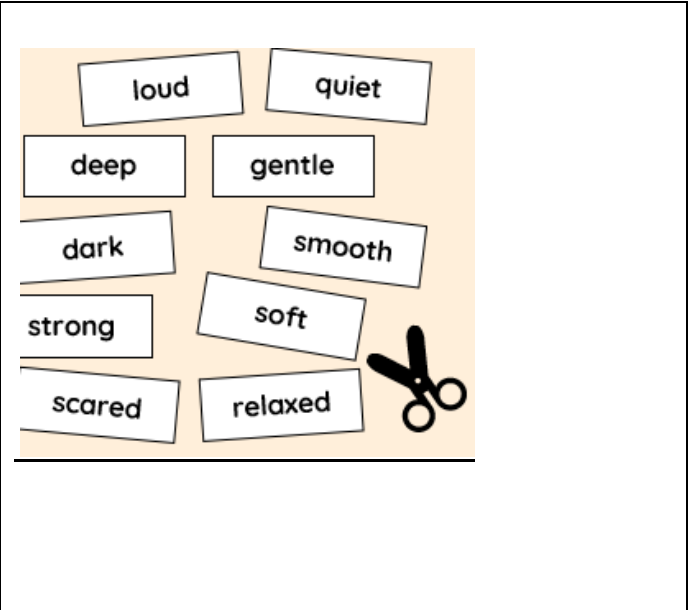


relaxed, busy, calm, energetic.

Weekly Overview of Learning

Year Group: 2 Week beginning: 29.4.24

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

 <p>Object: mug Material: plastic</p> <p>Object: mug Material: clay</p> <p>Properties: Hard, waterproof and not bendy so the mug won't leak, will hold its shape and is firm to hold.</p> <p>Object: mug Material: metal</p> <p>Object: mug Material: glass</p>	<p>Read the information about Somalia – How is the UK similar?</p>  <p>Island</p> <p>seasons</p> <p>equator</p> <p>LONDON</p> <p>Use comparison map to compare UK and Somalia.</p>	 <p>loud quiet</p> <p>deep gentle</p> <p>dark smooth</p> <p>strong soft</p> <p>scared relaxed</p>
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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.



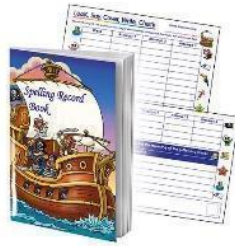

Maths

Topic/Other foundation subjects including writing

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			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 their spelling test day.</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>Moonster Phonics</p> <p>Monster Phonics have now launched an online reading platform where you can access Monster Phonic books online.</p> <p>Fluoride dental treatment is on Tuesday 30th April</p> <p>Scan the QR Code to find a dentist close to you or search find an NHS dentist:</p> 