

# Weekly Overview of Learning

**Year Group: 2 Week beginning: 3.6.24**

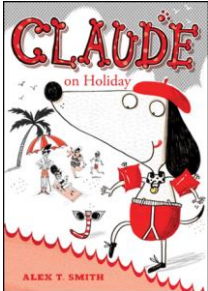
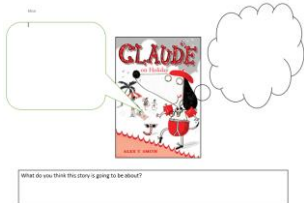


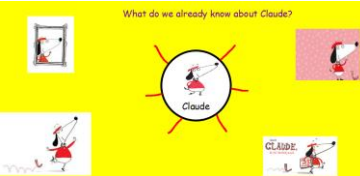

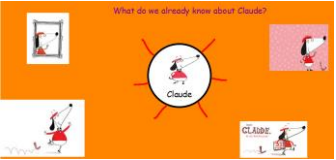

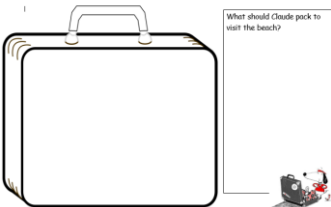

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<b>English Reading and Writing</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<b>LI: We are learning to predict what the story will be about based on the front cover.</b>	<b>LI: We are learning to make deductions based on images.</b>	<b>LI: We are learning to describe a character using noun phrases.</b>	<b>LI: We are learning to describe a character using noun phrases.</b>	<b>LI: We are learning to create a list.</b>
<b>Speaking and Listening Focus</b>	<b>We are learning to share our ideas orally before writing.</b>	<b>We are learning to orally discuss our ideas beforehand.</b>	<b>We are learning to use new words and build our vocabulary.</b>	<b>We are learning to use new words and build our vocabulary.</b>	<b>We are learning to listen to others and share our ideas.</b>
<b>Key vocabulary and Key Bloom's higher order thinking questions</b>	<b>Key Vocabulary</b> Illustrator Author Title Predict Prediction Blurb  <b>Key Questions</b> -Can you spot the key features of the front cover? -What is a blurb? -What does the title of the book tell you?	<b>Key Vocabulary</b> Deduction Inference Question mark ? Capital letter Full stop  <b>Key Questions</b> -Can you point out key features in this image? -Can you answer the question in a full sentence?	<b>Key Vocabulary</b> Expanded noun phrase Personality Bobby Adjectives Retrieval Mischievous Adventurous  <b>Key Questions</b> -What is a personality? -Can you describe Claude's personality? -How do you know? What words in the text tell you this?	<b>Key Vocabulary</b> Expanded noun phrase Adjectives Appearance Bobby Red Suitcase Beret Socks  <b>Key Questions</b> -What is appearance? -What are the features of an appearance?	<b>Key Vocabulary</b> Bullet point List Suitcase Lampshade Sandwich  <b>Key Questions</b> -What does Claude pack? -What does he need for his trip? -What does a list look like? -When would we need to use a list?

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<p><b>Activities</b></p>	 <p>The children will begin by looking at the front cover. They will discuss features of the front cover for example; the title, the author, the setting, the illustrator and the characters.</p>  <p>The children will then read the blurb on the back of the book and discuss what clues this gives us about the story.</p> <p>The children will then write their predictions in full sentences.</p>	<p>The children will begin by reading the story. We will stop at different parts of the story to discuss what is happening in the story, answer inference questions and predict the next part.</p>  <p>The children will then look at the images from the story and make deductions on the choices, for example 'Why is Claude wearing a beret?'</p> 	<p>The children will begin by recapping what happened in the story.</p>  <p>They will then discuss what a personality is and what words in the story tell us about Claude's personality. We will then collect adjectives, expanded noun phrases and verbs to describe his personality. The children will then use what they have collected to write sentences describing Claude's personality.</p> 	<p>The children will begin by recapping what happened in the story.</p>  <p>They will then discuss what a 'appearance' means and what words in the story tell us about what Claude looks like. We will then collect adjectives, expanded noun phrases and verbs to describe his appearance.</p>  <p>The children will then use what they have collected to write sentences describing Claude's looks.</p>	 <p>The children will begin by thinking about what a list is by looking at different types of lists.</p> <p>They will discuss what lists are used for.</p> <p>The children will then imagine that they are going on a trip and think about what they might need to take.</p>  <p>The children will then apply this thinking to the story and their prior knowledge about beaches. What would he need to pack for the beach?</p> <p>The children will then make a</p>
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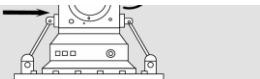


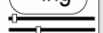



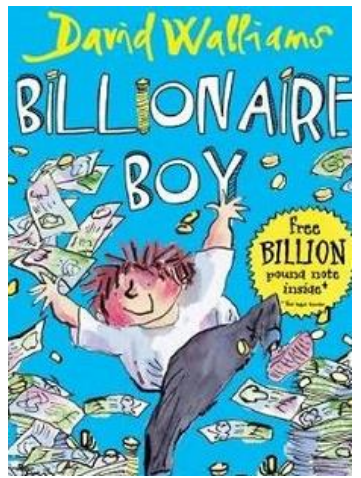
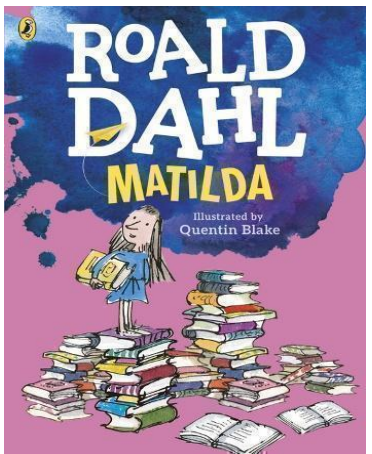
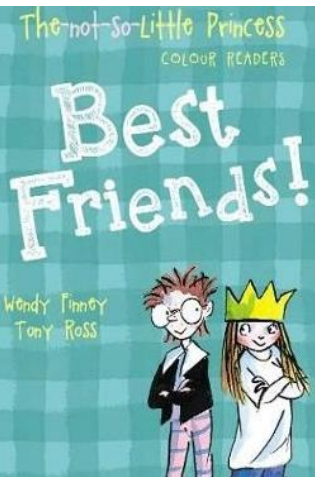
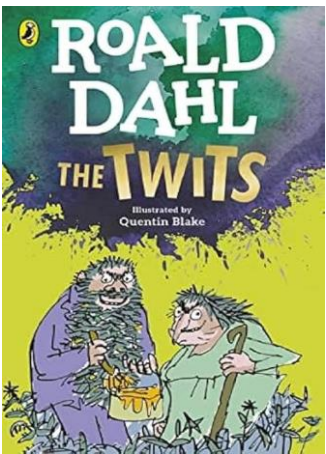
					list for Claude.
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Phonics</b> 	<b>Review</b> <b>Monster Sounds Roar</b> Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one.  <b>Teach</b>	<b>Review</b> <b>ti (sh) and suffixes</b> Read the <b>ti (sh)</b> words in the PowerPoint.  <b>Teach</b> Remember to focus on the end of the word to use the correct rule.	<b>Review</b> Review how to add suffixes <b>s, ing</b> and <b>ed</b> on the whiteboard.  <b>Teach</b> Children complete the <b>ti</b> crossword.	<b>Review</b> <b>Ideas Generation</b> Think of all of the places, names and locations that use the <b>ti (sh)</b> grapheme. <b>Teach</b> Imagine, for example: Tourist Information, Potion Shop, National TV Station.	<b>Review</b> <b>HFWs</b> Display the First 100 and the Next 200 HFW Flashcards Posters. <b>Teach</b>

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	<p>Repeat with the plain-text flashcards.</p> <p>Try to remember the phonics that you have already learnt. Listen to hear your teacher read the words and write each one in the box.</p>  <p><b>Read-Colour-Write</b> Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>station motion fiction collection mention information potion</p> <p>Write the words in the spaces provided</p> 	 <p><b>+ing Machine</b> Add the suffix <b>ing</b> to the end of each verb.</p> <p>section →  mention →  condition →  position → </p> <p><b>More Than One Machine</b> Write the plural of each noun.</p>	<p><b>Close Procedure</b> Use the following words to complete the sentences.</p> <p>The magic _____ was gold.</p> <p>I will catch the train at the _____.</p> <p>We found the _____ on the internet.</p> <p>I have a large _____ of stamps.</p> <p>I can sing the _____ anthem.</p> <p>station potior collection nation information</p> 	<p><b>Map of Monster Town</b> Draw and label a map of Monster Town, which is the main town in Monster Phonics Land. Include as many words as you can. For example: Tourist Information, Petrol Shop, National TV Station</p> 	<p>Speed read in sound groups sections of the First 100 and Next 200 HFW flashcards.</p> <p>Review the Quick Mix</p> <p>Are there any gaps in the learning? Focus on the link between the letters and the sounds.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class – <b>Billionaire Boy</b> Author - David Walliams</p> 	<p>Chestnut Class <b>Matilda</b> Author - Roald Dahl</p> 	<p>Pine Class <b>Best Friends</b> Author - Wendy Finney</p> 	<p>Sycamore <b>The Twits</b> Author - Roald Dahl</p> 	

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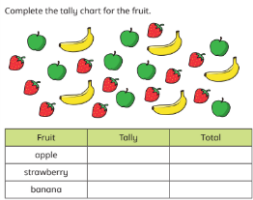

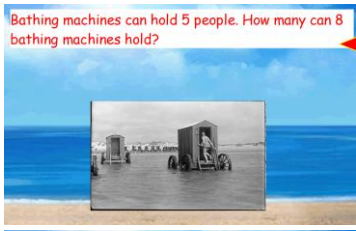
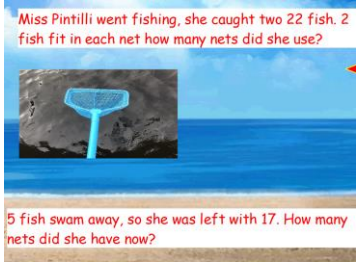
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning how to record information using tally marks and charts.</u></p>	<p><u>LI: We are learning to use a block diagram to represent data.</u></p>	<p><u>LI: We are learning to solve problems using multiplication</u></p>	<p><u>LI: We are learning to interpret pictograms.</u></p>	<p><u>LI: We are learning to use pictograms to record data.</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><u>Key questions</u>                      -What is a tally chart?                      -How do you show 1, 2, 3, 4 in a tally?                      -What happens when you show 5?                      -How do you show 15?                      -How do you show 17?                      -What number does the tally show? How do you know?                      - How do you show zero as a tally?</p> <p><u>Key Vocabulary</u>                      -Tally                      -Chart                      -Tally chart                      - 5                      -Sticks                      - Total</p>	<p><u>Key questions</u>                      -How is a block diagram similar to a tally chart/table?                      How is it different?                      -What does each block represent?                      -What information can you find out from the block diagram?                      -How do you know which item is the most popular?</p> <p><u>Key Vocabulary</u>                      -Tally                      -Chart                      -Tally chart                      -Block                      -Unit                      -Total                      -Block chart                      -Represent</p>	<p><u>Key questions</u>                      What information do we need?                      What operation do we use? Why?                      How do we know?                      What is the total?                      How many left?</p> <p><u>Key Vocabulary</u>                      Total                      More less                      Altogether                      Operation                      Share                      Divide                      Groups                      Multiply</p>	<p><u>Key questions</u>                      -What is a pictogram?                      -What do you know? What can you find out?                      -Which category was the most/least popular?                      -What is a key? Why is it important?</p> <p><u>Key Vocabulary</u>                      -Tally                      -Chart                      -Tally chart                      -Block                      -Unit                      -Total                      -Block chart                      -Represent                      -Pictogram                      -Multimodal</p>	<p><u>Key questions</u>                      -What does each symbol represent?                      -How many symbols do you need to draw in the row/column for?                      - How can you tell which is the most popular without counting?                      -What is a key? Why is it important?                      -What would/would not be a sensible symbol to use? Why?</p> <p><u>Key Vocabulary</u>                      -Tally                      -Chart                      -Tally chart                      -Block                      -Unit                      -Total                      -Block chart                      -Represent</p>

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					<p>-Pictogram -Multimodal</p>
<p><b>Activities</b></p>	<p>In this lesson, children will be introduced to statistics and different representations of data for the first time</p> <p>Children will begin by using tally charts to systematically record data.</p> <p>It is important that children understand how different numbers are represented and when to use a “gate” to represent a group of 5.</p>  <p>Children will then independently look at tally charts and determine what data they represent.</p> <p>Children will then collect their own data by</p>	<p>Today, children explore block diagrams that use one-to-one correspondence, where each block represents one item. They will develop this idea when looking at bar charts with scales in later years.</p> <p>Children identify simple information from a block diagram, for example using the heights/lengths of the bars to identify the most/least popular items.</p>  <p>Children will use their tally information from the prior lesson to create their own block diagram on J2Data online.</p>	<p>Read through the maths problems as a class – what information do we need? What operation do we use? Why? How do we know?</p>  	<p>Today, children will be introduced to pictograms. These can be represented as vertical and horizontal pictograms.</p> <p>Children will be aware of the key features of a pictogram and how to interpret a key from the previous step. Each symbol in the pictogram still represents one item. Children start by identifying totals for different categories before comparing totals. As the numbers used are often small, this offers a good opportunity to revisit number bonds and mental methods of calculation. Children should be encouraged to look for multiple ways to</p>	<p>In this lesson, children will now be drawing their own pictograms. The first pictograms the children will draw use one-to-one correspondence, where each symbol represents one item.</p> <p>Children will use physical objects to create 3-D pictograms before drawing them. Ensure that they encounter both horizontal and vertical pictograms.</p> <p>Keys are introduced to aid understanding and to avoid potential misconceptions later in the block when one symbol can represent 2, 5 or 10.</p>

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interviewing their peers in the class and record this data using a tally chart.

There are 3 beach huts, 10 children can fit in each hut. Aspen class has 37 children. How many won't fit in the beach hut?



Miss Strange has 6 beach towels. On each Beach towel she puts 5 shells. How many shells does she have altogether?



She then sorts them into groups of 10. How many groups does she make?

make comparisons that can sometimes be done just by looking, counting the difference and also subtraction.

The pictogram shows the favourite fruit of children in Year 2

Fruit	Number of children
apple	5
banana	6
pear	7
strawberry	4

Key: ● = 1 child

What do you know? What can you find out?

The pictogram shows the number of children in each class who ride a bicycle to school.

Class	Number of children
Class 1	5
Class 2	2
Class 3	6
Class 4	1
Class 5	3

Key: 🚲 = 1 child

Complete the sentences.

- ▶ In Class 1, \_\_\_\_\_ children cycle to school.
- ▶ In Class 2, \_\_\_\_\_ children cycle to school.
- ▶ In Class 4, \_\_\_\_\_ child cycles to school.
- ▶ In total, \_\_\_\_\_ children cycle to school.

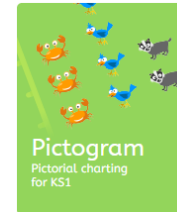
They could think about the "story" the data tells them and infer information that is not directly shown.

Children can then draw their pictogram into their books once they have created it physically.

- Use the key to complete the pictogram.

Flavour	Total	Key: ▼ = 1 ice cream			
vanilla	8				
chocolate	12				
mint	7				
strawberry	3				

Challenge: If they children have time, they can create this chart using J2Data too.



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**Music – Sing Up**

**RE – Widening Horizons**

**PE – Get Set 4 PE**



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## Charlie Chaplin - Lesson 3

### LI: We are learning about soft and loud dynamics.

Children will:

Learn about soft and loud dynamics.


Discover which instruments can play dynamics (all of them!)

Add dynamics to a soundtrack thus combining pitch, duration, and volume.



## LI: We are learning to recall what we know about Sikhism

What do you already know about Sikhism?

Sikhism 

What question would you like to ask about a historical significant person?

I think that... I think... I believe... Who/ What/ Where/ When/ why/ How

What do we know? What do we want to find out?  
Can anyone recall any similar facts to previous religions we have learnt about?

## Athletics – lesson 1

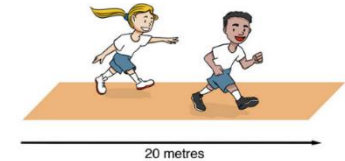
### LI: We are learning to develop the sprinting action.

Children will:

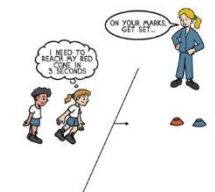
- Balance when running by alternating arms and legs.
- Run on the balls of your feet.
- Take big strides when running fast.

Catch me if you can:

Using the start cone from the previous activity, move the end cone up to 20m in front. In pairs, pupils stand one behind the other. Pupil A takes one step forward (around 0.5m). On the teacher's instruction 'go', pupil A tries to reach their end cone before pupil B tags them.



In pairs, both pupils begin behind a start line and number themselves A and B. Pupil A runs for 3 seconds, the teacher will say when to start and stop. Pupil B places a cone measuring where pupil A travelled to. Repeat the game, challenging the pupils to run past their cone. Make this harder by decreasing the time given to reach their cone.



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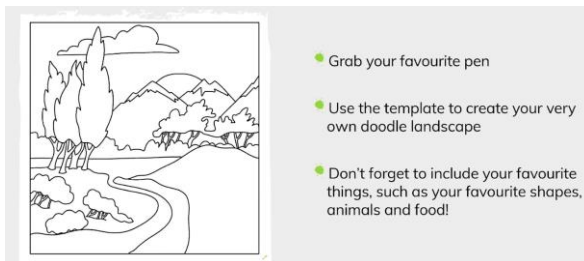
## Art – Kapow

### LI: We are learning to explore landscapes and respond to what we see.

In this lesson, children will discover the magic of landscapes and how they have been created through history. Children will look at a range of landscapes, identifying similarities and differences, and the mood created by each one.



Drawing inspiration from Mr Doodle, children doodle their favourite things onto a landscape using the Doodle Template.



In the next part children will visit the Using the 3D Mark Making Prompts, where children will explore and respond to a range of sculptures in the sculpture park.

## PSHE - Jigsaw

### Relationships - Lesson 5

#### LI: We are learning to understand how it feels to trust someone.

In this lesson, children will explore and discuss the people they can trust around them. They will explore their circle of trust and what this means. They will discuss key questions in their groups -

- Who are the people around us we can trust?
- Who are the people you would not trust?
- How do you know if you can trust people?
- Does everyone have the same ideas about who to trust?
- How do I feel about trusting and being trusted?


They will sort pictures into create their circle of trust and explain the reasons why. They will discuss who they would not include and the reasons why.

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In groups, children choose one of the landscapes and pick out the features that 'jump out'. They will recreate the feature using at least one of the available materials.



1. Choose an image from the sculpture park
2. Pick an element of the landscape that jumps out to recreate
3. Recreate the feature using at least one of the materials available to you




Teacher

Lollipop Person

School Secretary

Caretaker

Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Teach Computing
<p><b><u>LI: We are learning to ask and answer questions about materials.</u></b>  <b><u>LI: We are learning to plan an investigation and make observations.</u></b></p> <p>Within this lesson children will recall what they know about materials and their properties using their knowledge organiser.</p>	<p><b><u>LI – We are learning to identify the causes and effects of erosion</u></b></p> <p>In this lesson, we are recalling what we know about coastlines and the effects of erosion.</p> <p>We will begin by looking at our knowledge organisers and retrieving knowledge through a quiz format.</p> 	<p><b><u>LI: We are learning to explain that a sequence of commands has a start</u></b></p> <p>During this lesson, learners will recap what they know already about the ScratchJr app. They will begin to identify the start of sequences in real-world scenarios, and learn that sequences need to be started in ScratchJr. Learners will create programs and run them in full-screen mode using the Green flag.</p>

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**Recall - what do we already know about the properties of materials?**

**Drink bottle**  
Plastic bottles are made from **plastic**. Plastic is strong and does not break easily.

**Newspaper**  
Newspapers are made from **paper**. Paper is soft and bendy. It is often rolled up so it can be carried easily. Newspapers are made from paper so that writing and pictures can be printed on both sides.

**Paper towel**  
Paper towels are used for wiping and drying because they are **soft, bendy and absorbent**.

**Fabric**  
Fabric is absorbent. It is strong and durable. It can hold its shape and it is bendy.

They will then be introduced to Mr Roach not being happy with his cleaning mops and the children will make predictions and then go on to investigate which material will be best to mop up spillages in the hall.

**What properties does a mop need to be effective?**

**Mr Roach thinks:** My mop needs to be made from **fabric** because it is **soft and strong** so it will soak up water.

**Miss Strange thinks:** I think plastic will be better because it is **strong** and it is **durable**.

**Mrs Sherriff thinks:** I think the mop needs to be made from **newspaper** because it is **absorbent** so it will soak up the water the fastest.

**Shye thinks:** she can be used to lick up all the spillages as she is **SUPER FAST** - Whoa!

**Who do you agree with and why?**

Can you think of other materials?

They will plan and conduct their own investigations in their groups and make observations to record on their recording sheet.

Children will work in teams of 2 to answer the quiz questions.

We will then look deeper at what erosion is and what causes erosion and go through some information slides as a class. The children will take part in an experiment. I will demonstrate erosion to the children in an experiment.

**Knowledge organiser quiz**

**3. What is a human feature?**

**Coastline**  
The United Kingdom is a country in Europe. It is a country that is surrounded by water. The UK is surrounded by the sea on three sides. There are the Atlantic Ocean, the Irish Sea, and the North Sea.

**Coastal features**  
Coastal features are features that are found on the coast. They include cliffs, beaches, dunes, and sea stacks.

**Maple**  
Maple is a type of tree. It is a deciduous tree, which means that it loses its leaves in the autumn. It is a common tree in the UK.

**Dangers at the coast**  
There are several dangers at the coast. These include waves, rocks, and cliffs. It is important to be careful when you are at the coast.

1. At one end of the box, build sandcastles in a row to make a cliff. Place construction blocks on top to represent buildings. Fill the box with a layer of water and create waves, directed at the sandcastle bases, using the piece of wood.

Children should observe that waves erode the cliff, making the buildings at risk of falling

2. Build the cliff in the same way as before, but this time place large pebbles along the bottom of the cliff to form a sea defence. Add water, then make waves to hit the bottom of the sea defence and cliff.

Children should observe that the sea defence protects the cliff and reduces erosion.

Children will then record these observations.

## Sequences in ScratchJr




Just like activities in the real world, programs run in a sequence. You read programs in ScratchJr from left to right. This is the sequence of commands. When you run the code, it runs in the order shown.



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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.

Material	Is it absorbent? Yes/No		
 cotton wool		While they are doing this, group by group, they will be able to have a go at the experiment independently.	
 fabric			
 newspaper			

## Homework



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

### Reading and spelling.

#### Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**. Your teacher will check, mark and sign your work once a week.

#### Spellings

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

### Maths



#### Doodle Maths

Log on to your account at least three times this week.

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

**Please bring in an empty shoebox for your art project next week.**

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Try and login to **Bug Club** and **Reading Eggs**.



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?



Monster  
Phonics

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

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

