

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24



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 Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<u>LI: We are learning to analyse features of a non-fiction text.</u>	<u>LI: We are learning to identify features of a non-fiction book</u>	<u>LI: We are learning to explain the features of a non-fiction book.</u>	<u>LI: We are learning to interpret a section of text and answer questions.</u>	<u>LI: We are learning to write using expanded noun phrases.</u>
Speaking and Listening Focus	<p>Children will use sentence stems to identify and discuss key features.</p> <p>This text is fiction because... I can see that... Another feature is...</p>	<p>Children will be discussing the features of their new book using sentence stems and vocab.</p> <p>This feature is called a _____ it is used for _____ Also non fiction books have _____ for _____</p>	<p>Children will respond to key questions and ask questions about their new book.</p> <p>_____ is used to _____ _____ shows the reader _____</p>	<p>Children will respond to key questions with their partner. Discussing responses.</p> <p>_____ because _____ This _____ is _____ because _____ _____</p>	<p>Children will work in groups to identify expanded noun phrases and discuss how to identify them.</p> <p>He/ she is _____ They are _____ Another adjective is _____</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary</p> <p>fiction non fiction analyse discuss title pictures headings subheading</p> <p>Key questions</p> <p>What key features can you identify using the checklist?</p>	<p>Key vocabulary</p> <p>fiction non fiction analyse discuss title pictures headings subheading</p> <p>Key questions</p> <p>What is the title of this book? Who is this book for?</p>	<p>Key vocabulary</p> <p>explain non fiction analyse discuss title pictures headings subheading</p> <p>Key questions</p> <p>Why is a title important?</p>	<p>Key vocabulary</p> <p>interpret infer questions comprehension queens kings</p> <p>Key questions</p> <p>How do we find information in a text?</p>	<p>Key vocabulary</p> <p>adjectives nouns expanded noun phrase expanded</p> <p>Key questions</p> <p>What is an adjective? What is a noun?</p>

Weekly Overview of Learning


Year Group: Year 2 Week beginning: 30.9.24

	<p>What is a title for? What is a blurb?</p>	<p>What non fiction features can you find?</p>	<p>Where would you find the contents page? Where would you find the index and why is this important?</p>	<p>Which words do we need to look out for? How do we answer our questions? What do we need to add at the end of a sentence?</p>	<p>What is an expanded noun phrase?</p>			
<p>Activities</p>	<p>Within this lesson, children will be analysing and identifying the features of a non fiction book, using their previous knowledge.</p> <div data-bbox="224 654 593 917" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Features of a Fiction Book</p> <p><small>"Fiction" books are filled with made up stories, created from the imagination of the author. They are not real and sometimes they even include talking animals! Fiction books will usually include these features:</small></p> <ul style="list-style-type: none"> • Not real • Tells a story • Characters and setting • Illustrations • Problem and solution • Should be read in order </div> <p>They will look at a range of non fiction texts and draw upon their features using a checklist.</p>	<p>Within this lesson, children will be identifying the key features of a non-fiction text within our new book 'Kings and Queens' by Tony Robinson.</p> <p>They will analyse the front cover, back page, contents page, index and the first page.</p> <div data-bbox="638 845 985 1101" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: green;">What can you see?</p> </div> <p>They will be identifying, as a group, what the features are and why they might be used.</p>	<p>In this lesson, children will continue to learn about the different features of a non fiction book in more detail.</p> <p>The children will then use this information to explain key features for example, cover, back page, contents page, index, dates, subheadings etc.</p> <div data-bbox="1030 861 1288 1228" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: blue;">Wednesday 27th September 2023</p> <p style="text-align: center; color: blue;">L1. We are learning to explain the features of a non-fiction text.</p> <p>My Response</p> <p>Why are there no photographs of the Kings and Queens from the past?</p> <p>Independent: _____ Class Teacher: _____ Teaching Assistant: _____</p> <p>Word bank:</p> <p>Two features in important because: <input type="text"/> <input type="text"/></p> <p>Also: <input type="text"/> Additionally: <input type="text"/> Moreover: <input type="text"/> Furthermore: <input type="text"/></p> </div>	<p>Within this lesson, children will learn to locate information in a text and answer questions.</p> <div data-bbox="1422 614 1736 694" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: blue;">Thursday 28th September 2023</p> <p style="text-align: center; color: blue;">L1. We are learning to interpret a section of the text and answer questions.</p> <p>My Response</p> <p>Why are there no photographs of the Kings and Queens from the past?</p> <p>Independent: _____ Class Teacher: _____ Teaching Assistant: _____</p> </div> <div data-bbox="1422 710 1736 853" style="border: 1px solid black; padding: 5px;"> <p>Henry the Eighth</p> <p>Born 1491 Ruled 1509 -1547</p> <p>Henry the eighth was a big king. He had a huge temper, he threw enormous parties and his appetite was gigantic.</p> <p>When three reasons do they give for Henry being a 'big king'?</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div data-bbox="1422 837 1736 917" style="border: 1px solid black; padding: 5px;"> <p>He was clever and hardworking too. He wrote books, composed songs and built the first modern navy.</p> <p>Why was King Henry clever?</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div data-bbox="1422 941 1736 1069" style="border: 1px solid black; padding: 5px;"> <p>Alfred the Great</p> <p>Born 849 Ruled 871 - 899</p> <p>Nobody expected Alfred to become the first king of England. And no one guessed he'd end up being called Alfred the Great. He certainly wasn't a great young man. He was shy, had panic attacks and suffered from a painful illness.</p> <p>Why did no one expect Alfred to be 'great'?</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <p>Children will use modelled answers to apply to their own.</p>	<p>Within this lesson children will recap on what an adjective and noun are.</p> <p>They will then use their knowledge to identify and write their own expanded noun phrases to describe a key king or queen they have been learning.</p> <div data-bbox="1825 853 2150 1077" style="border: 2px solid orange; border-radius: 15px; padding: 10px;"> <p style="text-align: center; color: orange;">Expanded Noun</p> <p style="text-align: center; font-size: small;">An expanded noun phrase is a phrase made up of a noun and at least one adjective</p> <p style="text-align: center; font-size: large; color: blue;">lots of yummy, cold ice</p> <table border="1" style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td style="background-color: #fff9c4;"> <p>Determiner</p> <p>Used to introduce a noun to specify which one or how many:</p> <p>all, the, three, most.</p> </td> <td style="background-color: #e1bee7;"> <p>Adjective</p> <p>A word that describes a noun: monstrous, vivid, delightful, familiar.</p> </td> <td style="background-color: #bbdefb;"> <p>Noun</p> <p>A person, object, place or animal: garage, Henry, leopard, sofa.</p> </td> </tr> </table> </div> <p>Children will endeavour to use more exciting and interesting adjectives.</p> <div data-bbox="1814 1228 2161 1460" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: x-small;">The Kings and Queens of England and Britain</p> </div>	<p>Determiner</p> <p>Used to introduce a noun to specify which one or how many:</p> <p>all, the, three, most.</p>	<p>Adjective</p> <p>A word that describes a noun: monstrous, vivid, delightful, familiar.</p>	<p>Noun</p> <p>A person, object, place or animal: garage, Henry, leopard, sofa.</p>
<p>Determiner</p> <p>Used to introduce a noun to specify which one or how many:</p> <p>all, the, three, most.</p>	<p>Adjective</p> <p>A word that describes a noun: monstrous, vivid, delightful, familiar.</p>	<p>Noun</p> <p>A person, object, place or animal: garage, Henry, leopard, sofa.</p>						

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

	<p>Non-Fiction Text Features</p> <p>title <input type="checkbox"/></p> <p>images with captions <input type="checkbox"/></p> <p>glossary <input type="checkbox"/></p> <p>labelled diagrams <input type="checkbox"/></p> <p>introduction <input type="checkbox"/></p> <p>subheadings <input type="checkbox"/></p> <p>organised into paragraphs <input type="checkbox"/></p> <p>factual information <input type="checkbox"/></p>				
--	--	---	--	--	--

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Review Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: bottle camel nostril Encourage fluent independent reading.</p> <p>Teach</p>	<p>Review Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u> Words: pencil middle Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p>	<p>Review Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: giggled gerbils label Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach Homophones</u> Use PPT to explain definition of a homophone: words that</p>	<p>Review Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u> Words: travel beetle Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p>Teach</p>	<p>Review Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u> Words: channel people stencil Encourage fluent independent reading.</p> <p>Teach</p>

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

Teach GPC – al

Use PPT or grapheme card to introduce 'al'.

Action: Wave a pretend wand in the air.
Sound Cue: win a metal medal.

Activity

Writing labels and sentences



Recap GPCs – il el al

Use PPT or grapheme cards to review 'il, el, al'.

The most common version of this phoneme is 'le'. Learning the most common words for the other graphemes will identify the exceptions and improve spelling accuracy.

Action: Wave a pretend wand in the air.

Sound Cues:
Stencil with a pencil
Travel in a tunnel
Win a metal medal

Activity

Look at each word carefully.
Can you correct the spelling using el, al or il?

- camal _____
- pedil _____
- fossil _____
- tinil _____
- capitel _____
- gerbal _____
- channil _____
- mammil _____
- pencil _____

Check the spellings in the sentences below.
Now write each sentence correctly on the lines.

A camel is an animil. _____

It is a mammel. _____

They have littal humps on their backs. _____

are spelled differently, have different meanings yet sound the same.

Blending to Read

Blend to read words using scaffolded-whisper-independent method as appropriate.

Words: be/bee hair/hare to/too/two knight/night there/their flower/flour hear/here whole/hole whether/weather know/no knew/new there/their

Activity



Recap Homophones

Recap definition of a homophone: words that are spelled differently, have different meanings yet sound the same.

Encourage children to remember homophones from previous session. Can they think of any more?

Blending to Read

Blend to read words using scaffolded-whisper-independent method as appropriate.

Words: break/brake flew/flu read/reed paws/pause made/maid grate/great would/wood stare/stair rode/road

Activity

Recap Homophones

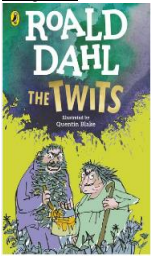
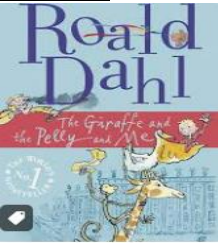
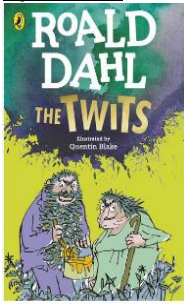
Read the definitions to work out the homophones.

Activity



Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

				<p style="text-align: center;">Blending to read</p> <p style="text-align: center;">Read the sentences and circle the correct homophone.</p> <p>When you go on holiday you might catch a plain/plane.</p> <p>The bear/bare had huge paws/pause.</p> <p>The children could not wait to meet/meat their new/knew teacher.</p> <p>I blew/blue bubbles into the blew/blue sky.</p> <p>I used flower/flour to make the birthday cake.</p> <p>The giraffe had a long neck and a thin tale/tail.</p> <p>The ship wood/would not sink in the stormy sea/see.</p> <p>He put on his new/knew pear/pair of socks.</p>	
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen</p> 	<p>Chestnut</p> 	<p>Sycamore</p> 		

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to recognise and write numbers to 10.</u>	<u>LI: We are learning to recognise and write fact families to 20.</u>	<u>LI: We are learning to identify related facts for both addition and subtraction calculations.</u>	<u>LI: We are learning to apply our knowledge of number bonds to 10 to find number bonds to 100 in 10s</u>	<u>LI: We are learning to apply our knowledge of adding and subtracting 1s.</u>

Key vocabulary and key questions	<u>Key Vocabulary: (specific to lesson)</u>	<u>Key Vocabulary: (specific to lesson)</u>	<u>Key Vocabulary: (specific to lesson)</u>	<u>Key Vocabulary: (specific to lesson)</u>	<u>Key Vocabulary: (specific to lesson)</u>
	number bonds ten (10) how many add	addition subtraction How many more? number bond	tens 100s addition subtraction related facts	tens number bonds 100 related facts multiples of 10	tens ones adding subtracting changes
	<u>Key questions:</u> How many have you got? • How many more do you need to make 10? • What is the bond to 10 for ? • What number are you starting with? • What do you need to add to make 10?	<u>Key questions:</u> How many have you got? • How many more do you need to make ? • What is the bond to _____ for ? • What number are you starting with? • What do you need to add to make ?	<u>Key questions:</u> If 2 ones plus 3 ones is equal to 5 ones, what is 2 tens plus 3 tens? • What is the same about the number sentences? What is different? • If $3 + 5 = 8$, what is $30 + 50$? How do you know? • If $6 - 2 = 4$, what is $60 - 20$? How do you know?	<u>Key questions:</u> How many tens are there in 100? • How many tens are there? • How many more do you need to make 100?	<u>Key questions:</u> How many ones are there in _____? • How many ones do you need to add/subtract? • What is ones + ones? • What is _____ + ____? • What happens to the tens/ones?

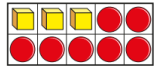
Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

Activities

This small step provides the opportunity for children to revisit and consolidate this learning, with a specific focus on number bonds to 10.

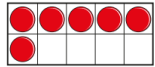
Here is a ten frame.



How many cubes are there?
How many counters are there?
How many objects are there in total?
Complete the number sentence.

____ + ____ = 10

Sam puts some counters on a ten frame.



How many more counters does she need to fill the ten frame?
Write a number sentence to show the bond to 10



Tiny is finding bonds to 10

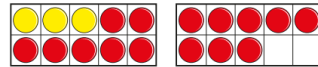
$$1 + \boxed{0} = 10$$

Explain the mistake Tiny has made.

What is the missing number?

Building on the previous small step, children look at number bonds to and within 20. Links should be made to number bonds to 10, so that children recognise how knowing these bonds supports this learning.

Here is a number shown on ten frames.

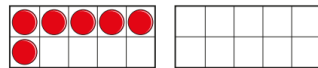


Complete the fact family to match the ten frames.

____ + ____ = 18 18 - ____ = ____
____ + ____ = 18 18 - ____ = ____

Can you write any of the facts another way?

Ann puts some counters on a ten frame.



How many more counters does Ann need to make 20?
Write a number sentence to show the bond to 20
Write the fact family for the number sentence.



As a class, use a Rekenrek to find bonds to 20
Ask children how many different bonds they can find, and to write a fact family for each bond.

Complete the number sentences.

▶ 13 + ____ = 15 ▶ ____ + 16 = 18
▶ 20 = 11 + ____ ▶ 12 = ____ + 0

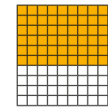
In this small step, children use their knowledge of number bonds within 10, developed in the previous steps, to identify related facts for both addition and subtraction calculations.

If children know that $2 + 5 = 7$, then they should be able to use this knowledge to state that $20 + 50 = 70$. Unitising tens and ones within a calculation can support children's understanding and help to avoid common misconceptions. If 2 ones plus 5 ones is equal to 7 ones, then 2 tens plus 5 tens must be equal to 7 tens. This will avoid errors such as $20 + 50 = 700$, which stems from thinking that there must be two zeros in the answer.

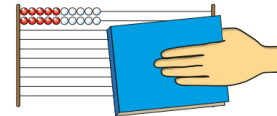
In this small step, children build on their previous learning of number bonds to 10 and related facts to find bonds to 100.

The focus is on multiples of 10 that have bonds to 100. Children may have seen examples of these in the previous step, and here they focus on them explicitly. By this stage, children should be more confident in automatically recalling their number bonds to 10, and if they know that $4 + 6 = 10$, then they also know that $40 + 60 = 100$.

Here is a hundred square.
How many squares are shaded?
How many squares are not shaded?
Write the bond to 100



Here is a Rekenrek.



How many beads are covered? How do you know?
Write the bond to 100

Use a Rekenrek to find the bond to 100 for each number.

10 50 0 100

In this small step, children add and subtract ones from a given number. Children should start to spot patterns when adding and subtracting 1s and link these to their knowledge of number bonds from earlier in the block. If children know, for example, that $3 + 1 = 4$, then they can use this to understand that $23 + 1 = 24$ and $53 + 1 = 54$. The focus of this small step is the way in which the ones digit changes, and calculations that cross a 10 boundary are not included at this point.

There are 4 birds on a tree.

- ▶ 1 more bird lands on the tree. How many birds are there now?
- ▶ Another bird lands on the tree. How many birds are there now?



There are 14 pencils in a pot. 2 pencils are added to the pot. How many pencils are there now?



There are 57 apples in a box.

- ▶ Mo takes 1 apple out of the box. How many apples are there now?
- ▶ Mo takes another apple. How many apples are there now?



Weekly Overview of Learning

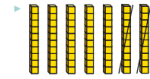
Year Group: Year 2 Week beginning: 30.9.24

Complete the sentences to match the base 10



___ ones - ___ ones = ___ ones

___ - ___ = ___



___ tens - ___ tens = ___ tens

___ - ___ = ___

What is the same about the number sentences?

What is different?

Complete the related facts.

▶ $1 + 4 = \underline{\quad}$ ▶ $4 + 5 = \underline{\quad}$ ▶ $9 - \underline{\quad} = 2$

$10 + 40 = \underline{\quad}$ $40 + 50 = \underline{\quad}$ $90 - \underline{\quad} = 20$

Tiny and Kim use different methods to work out $6 + 72$



Tiny

I am going to start at 6 and count on 72

I am going to use the fact that $6 + 2 = 8$ to help me.



Kim

Choose a method to work out the additions.

$6 + 72$

$5 + 91$

Did you choose the same method as your partner?



Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

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.

'The elephant'



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

RE – Widening Horizons

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

What are the Shabbat traditions?



Two **Shabbat candles** are lit on the dinner table. It reminds Jewish people of the light of God.



Adults will drink wine out of a **Kiddush Cup**. Children will drink grape juice.



A special plaited bread called **challah** is eaten. They are always bought together as two loaves. **Challah bread** is much sweeter than other bread. It reminds Jewish people of the importance of Shabbat.

Task:

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

L5 Fundamentals

LI: To develop coordination and combining jumps.

Success Criteria

- Keep your body upright.
- Remember the rhythm – jump, bend, jump, bend.

Elastic ropes:

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

Pupils take turns to:

1. **Jump in:** jump with both feet together to land inside the elastic. Jump from out to in.

Bend your knees to jump and land. Land on the balls of your feet to help you spring upwards.



2. **One:** jump to land with both feet on top of the elastic. The left foot lands on the left elastic, the right foot lands on the right elastic.

Look forwards, not down to help you to balance.



Invasion Games L5

LI: We are learning to mark an opponent and understand this is a defending skill.

Success Criteria

- Stand sideways so you can see your attacker and the ball.
- Stay close to your attacker and always be ready to intercept the ball.

Protect the cones:

Place 12 cones out in the space. In pairs, one defender, one attacker.

Q: Do you know what marking means? To defend an attacker by staying close to them. Q: How would marking benefit your team? It would mean that all attackers are defended and therefore harder for them to score.

On the teacher's signal, attackers start running to touch the cones. Defenders stay with their attacker and get in the way of the cones. If the defender manages to get in between the attacker and the cone the attacker is running to, the attacker must run to a different one. Swap roles after 1 minute.

Focus on quick steps to try to get in front of the attacker. Watch the attacker's movement and see if you can guess which cone they are headed towards.

Make this easier for the defender by using fewer cones and spacing them further apart or by playing the game at a walking pace first.



Art – Kapow

PSHE - Jigsaw

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

LI: We are learning to develop illustrations to tell a story.

Today we are going to create our very own concertina story book!

Your teacher is going to show you some picture books. Have a look at the illustrations - what do you notice about the pictures?
The colours? The characters?



Today the children will be making their own picture books using their emotion cartons from last week.

- ✓ A range of drawing materials such as:
 - ✓ sketching pencils (a selection per child);
 - ✓ colouring pencils (a selection per child);
 - ✓ fine liner drawing pens (one per child).
- ✓ Sticky tape (a few strips per child).
- ✓ Black biros, handwriting or drawing pens (one per pupil).

LI: We are learning to understand what consequences are of negative actions.

Use questions such as:

- What are the negative/unhelpful choices the children are making?
- What might happen/what might be the consequence of their choices?
- What might the alternative positive/helpful choice might be?
- If the children make positive/helpful choices what might the consequences be?

Children to look at the images and think about the consequences. Write a sentence to explain the choices in the image.



Science - Wellington Curriculum

LI: we are learning to identify plants and animals in their habitat.
LI: We are learning to explain what animals live in a certain habitat.
 Look at the images – How can you identify these living

Topic (History) – Wellington Curriculum

LI: We are learning and discussing the reign of King Henry VIII.
 What are the positives and negatives of King Henry VIII reign?


Computing – Barefoot and Teach Computing

LI: We are learning to explain how information technology helps us.
 Learners will explore the benefits of using IT in the wider world. They will focus on the use of IT in a shop and how devices can work together. Learners will sort activities based on whether they use IT or not and will

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

How do you know this is a bird?




Use the text boxes to identify the animal or plant. Write the name on the box.



things? What characteristics do they have?

Task 1

Identify the animals using their features. E.g wood mouse, collared dove.

Task 2

Use the animals from task 1 and find out where the animal sleeps and what it eats – what animal group does the animal belong to?

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"/>
			carnivore <input type="checkbox"/> herbivore <input type="checkbox"/> omnivore <input type="checkbox"/>



Henry VIII and Catherine were married for over 20 years and had a daughter called Mary. However, Henry wanted a son who would be the heir to the Tudor throne.

Read through the information highlight key facts.



Henry was an intelligent young man who loved poetry and painting. He was also a talented musician.



Prince Henry was athletic and enjoyed hunting, jousting and dancing. The arts and sport flourished with his support.



Prince Arthur



Catherine of Aragon

In 1501, Henry's brother Arthur married Catherine of Aragon. She was the daughter of the King and Queen of Spain. England and Spain became friends and would help each other in times of war. However, five months after they married, Arthur became ill and died. Henry was now heir to the throne of England.

From the information children to sort his choices into positive and negative

Positive	Negative

Henry VIII loved poetry, painting, music and sport. The arts and sport flourished with his support.

be able to say why we use IT.

Being a supermarket till

- The customer selects 2 to 4 products.
- The scanner beeps and finds the matching code. Tell the price finder what the product is.
- The price finder looks up the price, tells the customer the price, and adds it to the till receipt.



Weekly Overview of Learning

Year Group: Year 2 Week beginning: 30.9.24

Homework



Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.

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.

Try and login to Bug Club and Reading Eggs.



Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.



Maths



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?

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

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.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags in everyday!

Forthcoming Trips/events for this term:

Hampton Court Palace

24th October

Reading Café dates for specific classes- please see the classroom door.