

# Weekly Overview of Learning





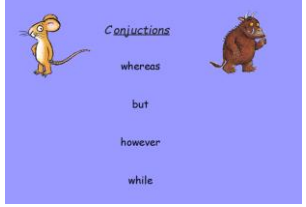
Year Group: Year 2 Week beginning: 4.11.24

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
	<p><b>LI: We are learning to identify nouns and adjectives to describe a setting.</b></p>	<p><b>LI: We are learning to apply nouns and adjectives to a setting description.</b></p>	<p><b>LI: We are learning to describe a setting in role.</b></p>	<p><b>LI: We are learning to compare characters.</b></p>	<p><b>LI: We are learning to compare characters using subordinating conjunctions.</b></p>
<p><b>Speaking and Listening Focus</b></p>	<p>We are learning to build our vocabulary through a real-life experience.</p> <p>The Language of Description</p> <p>I predict...The story setting is... I can smell... I can taste... I can hear... I can touch... I can see...</p>	<p>We are learning to critically make contributions to whole class discussions.</p> <p>The Language of Description</p> <p>I can smell... I can taste... I can hear... I can touch... I can see...</p>	<p>We are learning to take on a role to discuss a character's feelings.</p> <p>We are learning to use adverbs to aid expression.</p> <p>The Language of Description</p> <p>I can smell... I can taste... I can hear... I can touch... I can see...</p>	<p>We are learning to suggest words and phrases appropriate to the topic.</p> <p>The language of Comparing</p> <p>They are similar because... They are different because... In contrast... Whereas...</p>	<p>We are learning to use subject specific vocabulary (subordinating conjunctions).</p> <p>The language of Comparing</p> <p>They are similar because... They are different because... In contrast... Whereas...</p>
<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key vocabulary:</b> Setting Description Senses Hear See Smell Feel Forest Adjectives</p> <p><b>Key questions:</b> What do you think the story will be about? Where is the story set? How do you know? What might we see in the</p>	<p><b>Key vocabulary:</b> Full sentence Expanded noun phrase Setting Description Senses Forest Adjectives</p> <p><b>Key questions:</b> What is an expanded noun phrase? What adjectives can we use to describe the trees, leaves and surroundings? What adjectives can we apply to this setting description?</p>	<p><b>Key vocabulary:</b> Connectives Writing in role First person Setting Surroundings Senses Adverbs Adverbial phrase</p> <p><b>Key questions:</b> How might the Gruffalo feel as he is walking down the path into the forest? Why? How can make our story more interesting?</p>	<p><b>Key vocabulary:</b> Compare Similarities Differences Suffixes 'er' 'est' Adjectives</p> <p><b>Key questions:</b> How are these characters similar? How are these characters different? What suffix can we add to compare these characters?</p>	<p><b>Key vocabulary:</b> Comparing Subordinating conjunctions Similarities Differences Adjectives</p> <p><b>Key questions:</b> What is a subordinating conjunction? Where does a subordinating conjunction go in our writing? What punctuation needs to follow a subordinating conjunction?</p>

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 4.11.24

	<p>forest? What might we smell in the forest? What might we hear in the forest? What might we feel in the forest?</p>		<p>What is a connective? How do we use them?</p>		
<p><b>Activities</b></p>	<p>This week, we will be starting our new book 'The Gruffalo' by Julia Donaldson. Children will begin the lesson by predicting what the story will be about with their talk partners.</p> <p>The children will be using their senses to describe what they would see, hear, smell and feel in the forest. We will explore the front cover and the setting of the book.</p>  <p>We will then go outside on a nature walk to listen, look and feel things in our playground and imagine that we are in the forest setting.</p>	<p>Today, the children will begin by recapping the nouns they saw, heard, felt and smelt during our sensory walk.</p> <p>They will share what they have found.</p> <p>We will then discuss how we can describe these nouns with adjectives. For example, leaves = brown, crunchy leaves.</p>  <p>We will then put our senses and noun phrases into full sentences. For example, I can hear cute, little birds. I can feel soft, fresh grass.</p> <p>The children will aim to use full sentences with capital letters and full stops.</p>	<p>In this lesson, the children will be writing in the role of the Gruffalo.</p> <p>The children will begin the lesson by recapping what we found out during our senses walk.</p>  <p>They will then look over our senses sentence from the prior lesson e.g. I can see brown, dry leaves.</p> <p>We will then discuss how the Gruffalo might feel as he walks through the forest. What might he see, hear, smell and feel?</p> <p>We will then discuss how to make our writing more exciting by using adverbial phrases such as 'the leaf fell gently'.</p>	<p>In this lesson, the children will be comparing the mouse and the Gruffalo.</p> <p>The children will begin by looking at both characters.</p>  <p>They will identify what is similar about them and what is different.</p> <p>The children will then look at how to use comparative language e.g. using the 'er' and 'est' suffix. For example: The mouse is smaller than the Gruffalo.</p> <p>The children will work in partners to sort the adjectives into those they believe belong to the Gruffalo and those they believe belong to the mouse.</p>	<p>Today, the children will be writing comparative sentences using subordinating conjunctions.</p> <p>We will begin by recapping the adjectives we chose to describe the mouse and the Gruffalo.</p> <p>We will then discuss what a subordinating conjunction is and how to use it in a sentence. For example: The Gruffalo has orange eyes <b>whereas</b>, the mouse has brown eyes.</p>  <p>The children will independently write their comparative sentences.</p>

# Weekly Overview of Learning



Year Group: Year 2 Week beginning: 4.11.24

	<p>Whilst on this walk, the children will collect adjectives and nouns about their nature surroundings. When back at the classroom, the children will share what they found.</p>	<p>We will also add sentence starters/fronted adverbials and connectives to our writing to make our story more interesting e.g. 'As I walked through the deep, dark forest' ...</p> <p>The children will aim to independently write as the Gruffalo, using the pronoun 'I' using all our exciting writing features.</p>	<p>When the children have sorted the adjectives, they will use these adjectives in full sentences.</p>		
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Phonics</b></p>	<p>Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u></p> <p>Words: flying called talking</p> <p>Encourage fluent independent reading.</p> <p><b>Teach</b></p>	<p>Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Quick Write</u></p> <p>Words: why drying</p> <p>Encourage independent spelling of words. Reveal correct spelling for children to check.</p>	<p>Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><u>Fluency Reading</u></p> <p>Words: small chalk reply</p> <p>Encourage fluent independent reading.</p> <p><b>Teach</b></p>	<p>Review graphemes using PPT or flashcards – repeat in black text. Use a random order.</p> <p><b>Teach</b></p> <p>Use PPT or grapheme card to introduce 'ey'.</p> <p>ey is used at the end of some words with two or more syllables.</p>	<p>Fluency Reading</p> <p>Review graphemes using PPT or flashcards – repeat in black text. Use random order.</p> <p><u>Teaching Blending to Read</u></p> <p>Encourage children to read the words using whisper blending. Repeat. Can the children build up level of fluency on next read?</p>



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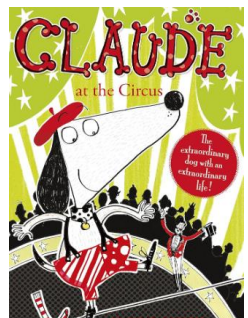
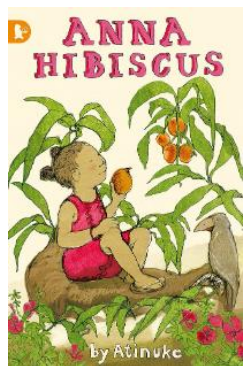
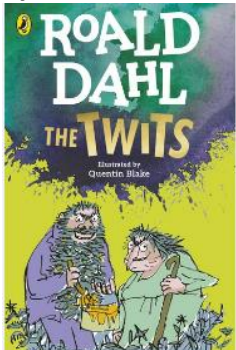
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<p><u>Teach GPCs – o (Tricky)</u> Use PPT or grapheme card to introduce ‘o’.</p> <p>Rule: In some words ‘o’ changes to the ‘u’ sound when:</p> <ul style="list-style-type: none"> <li>● Precedes ‘th’ ‘ve’ ‘n’</li> <li>● Follows ‘w’</li> <li>● Looks like ‘o-e’ – come, some, done (not gone!)</li> </ul> <p>Action: Wave a pretend wand in the air. Sound Cue: an oven glove</p> <p><b>Activity</b></p> <p>Children to sort words into rule: ove, on, oth, wo.</p> <p>Use colour coding to highlight grapheme within word.</p>  <table border="1" data-bbox="235 1181 593 1372"> <thead> <tr> <th>ove</th> <th>on</th> <th>oth</th> <th>wo</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	ove	on	oth	wo					<p><b>Teach</b></p> <p>Use PPT or grapheme card to introduce ‘o’.</p> <p>Recap rule: ‘o’ changes to the ‘u’ sound when:</p> <ul style="list-style-type: none"> <li>● Precedes ‘th’ ‘ve’ ‘n’</li> <li>● Follows ‘w’</li> <li>● Looks like ‘o-e’ – come, some, done (not gone!)</li> </ul> <p>Action: Wave a pretend wand in the air. Sound Cue: an oven glove</p> <p><u>Reading Sentences</u></p> <p>The woman wears gardening gloves to protect her hands and keep them clean.</p> <p>She uses a shovel to cover the plants roots with soil.</p> <p>She worries slugs and snails will eat her plants.</p> <p><b>Activity</b></p> <p>Download the ‘Guess Who?’ worksheet. Children to read the clues and match it to the correct picture.</p>	<p>Use PPT or grapheme card to introduce ‘ey’.</p> <p>ey is used at the end of some words with two or more syllables.</p> <p>Action: Smile and stretch your lips. Use your hand to make a frog mouth shape with your forefinger thumb and forefinger. Sound Cue: a monkey with a key</p> <p><u>Blending to Read</u></p> <p>Blend to read words using scaffolded-whisper-independent method as appropriate. Words: monkey donkey turkey key valley trolley chimney money honey alley jockey kidney</p> <p><b>Activity</b></p> <p>Record on the downloadable sheet.</p> 	<p>Plurals: Highlight how this is different to words ending in y. Words ending in a ‘y’ with a vowel before it simply add ‘s’ and do not change to ‘ies’.</p> <p>Action: Smile and stretch your lips. Use your hand to make a frog mouth shape with your forefinger thumb and forefinger. Sound Cue: a monkey with a key</p> <p><u>Blending to Read</u></p> <p>Blend to read words using scaffolded-whisper-independent method as appropriate.</p> <p>Words: monkeys donkeys turkeys keys valleys trolleys chimneys alleys jockeys</p> <p>Exception: money (singular &amp; plural)</p> <p><b>Activity</b></p> <p>Download the ‘Missing ey Word’ worksheet. Children to read sentences and identify the correct missing ‘ey’ word. Use either with or without words.</p>	<p>Words: other trolley nothing honey shoves jockey worry valleys woman brother monkey sponge done gloves turkeys chimney.</p> <p><u>Reading Questions:</u></p> <p>Can a turkey sit in a trolley? Can you put money in a glove? Do monkeys make honey from flowers? Can a jockey ride on a donkey?</p> <p><b>Activity</b></p> <p>Choose one of the following activities to review spellings using this week’s graphemes.</p> <ol style="list-style-type: none"> <li>1. Create flashcards using colour coding.</li> <li>2. Write colour-coded words in exercise book.</li> <li>3. Spelling test</li> </ol>
ove	on	oth	wo									

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 4.11.24

		<p style="text-align: center;"><b>Read and Match</b></p> <p>Read the clues and match them to the correct picture.</p> <p><b>Clue 1:</b> I wear gloves and cover my mouth with a mask for my job. I look in your mouth and check your teeth.</p> <p><b>Clue 2:</b> I like being outside. I wear gloves to keep my hands clean and safe. I use a shovel to dig holes for plants. I cover up the roots with soil.</p> <p><b>Clue 3:</b> I like baking and cooking. I use oven gloves when I put things in the oven.</p> <p><b>Clue 4:</b> I like running and wear a number on my front in races. I won another race on Monday and now I have some more medals.</p> 		<p style="text-align: center;"><b>Read and Match</b></p> <p>Read the sentences and fill in the missing 'oy' words.</p> <p>The children played a _____ match at school.</p> <p>The _____ loved to swing from tree to tree in the jungle.</p> <p>We used the _____ at the supermarket to carry all our shopping.</p> <p>The _____ was happy when he won the horse race.</p> <p>The woman dropped her _____ as she opened the door.</p> <p>The house had a very tall _____ on its roof.</p> <p>A long river ran through the _____.</p> <p>The beehive was full of runny _____.</p> <p>chimney keys honey hockey trolley valley jockey monkeys</p> 	
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<p><b>Class Text – Reading Aloud 10-15 mins each day</b></p>	<p><b>Aspen</b></p> 	<p><b>Chestnut</b></p> 	<p><b>Sycamore</b></p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to calculate 10 more and 10</u></p>	<p><u>LI: we are learning to add two 2 digit numbers.</u></p>	<p><u>LI: We are learning to add two 2 digit numbers.</u></p>	<p><u>LI: We are learning to add two 2 digit numbers.</u></p>	<p><u>LI: We are learning to subtract two 2 digit numbers.</u></p>

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Year Group: Year 2 Week beginning: 4.11.24

	<u>less than a given 2 digit number.</u>				
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<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary: (specific to lesson)</u></b>            Calculate            More            Add            Tens            Ones            Total            Digit</p> <p><b><u>Key questions:</u></b>            How many tens?            How many ones?            What is the total?</p>	<p><b><u>Key Vocabulary: (specific to lesson)</u></b>            Digit            Total            Add            More            Tens            ones            partition</p> <p><b><u>Key questions:</u></b>            How many tens in total?            How many ones altogether?            What is the total?</p>	<p><b><u>Key Vocabulary: (specific to lesson)</u></b>            Digit            Total            Add            More            Tens            ones            partition</p> <p><b><u>Key questions:</u></b>            How many tens in total?            How many ones altogether?            What is the total?</p>	<p><b><u>Key Vocabulary: (specific to lesson)</u></b>            Digit            Total            Add            More            Tens            ones            partition</p> <p><b><u>Key questions:</u></b>            How many tens in total?            How many ones altogether?            What is the total?</p>	<p><b><u>Key Vocabulary: (specific to lesson)</u></b>            Digit            Subtract            Less            Total            Left            Tens            Ones</p> <p><b><u>Key questions:</u></b>            How many tens?            How many ones?            How many do you need to cross off?            How many do you have left?</p>
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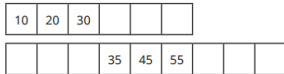
# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 4.11.24

## Activities

The children will be adding ten more than any given number. The children can use 100 square to help.

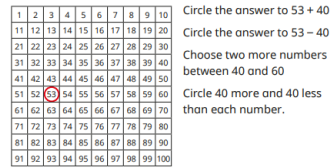
- Complete the number tracks.



- The base 10 shows 36  
What is 20 more than 36?  
What is 20 less than 36?



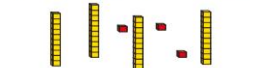
53 is circled on the hundred square.



What do you notice?

Class 2 has 26 crayons.  
They are given 10 more crayons every day for 5 days.  
How many crayons do they have after 5 days?  
How did you work this out?

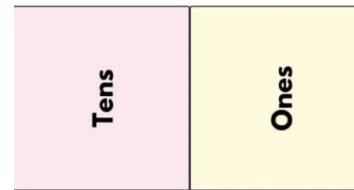
Tiny is making numbers with these pieces of base 10



I'm going to use all the ones and some of the tens to make a number.

What numbers can Tiny make?

Children will be using the place value chart to add tens and ones. First they will partition both numbers and place the tens into the tens column. Then add the ones. Then total the tens and ones.



LI: We are learning to add two 2 digit numbers

55	How many tens? How many ones?	Tens	Ones
21			

What is the total of these two numbers?

Children will be totalling two 2 digit numbers by adding the tens and then the ones.

Mo has drawn some base 10



- What number has Mo drawn?
- Add 3 ones to the number.

Add 4 tens to the number.

51+34=

T = 50 + 30 = 80	1. Partition the number. 2. Add the tens 3. Add the ones 4. Total the tens and ones.
O = 1 + 4 = 5	
80+5= 85	

Ron has 42 marbles.



Jo has 23 marbles.



How many marbles are there altogether?

Children will be solving problems by adding two 2 digit numbers.

Ben has 11 sweets.

Ann has 14 more sweets than Ben.

How many sweets does Ann have?

Ann has  sweets.

Rosie and Mo have some marbles.

Rosie: I have 12 marbles.  
Mo: I have 13 more marbles than Rosie.

How many marbles do they have altogether?

Sam and Jack have some pencils.

Sam: 4 base 10 blocks (40) and 5 pencils (5)  
Jack: 1 base 10 block (10) and 3 pencils (3)

How many pencils do they have altogether?

Mohammed saw 25 boys and 34 girls at the park.  
How many children did Mohammed see altogether?

Children will be subtracting 2 two digit numbers. They will be using tens and ones. They can cross off the tens and ones.

Complete the sentences to describe each step of the subtraction.

Step 1: First the number is   
Step 2: Then  is crossed out  
Step 3: Now the number is

The base 10 shows 45


- Cross out 4 ones. What number is left now?
- Now cross out 3 tens. What number is left now?
- How much has been taken away altogether? Complete the number sentence.

45 -  =

Tens	Ones	99-54=
Tens	Ones	59-32=

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 4.11.24

Music - Sing Up	RE - Widening Horizons	PE - Getset4PE
<p><b>LI: We are learning to create short musical motifs using our voice and body percussion.</b></p> <div data-bbox="165 461 674 722"><p><b>Listening out for the birds</b></p><ul style="list-style-type: none"><li>Can you be completely silent for one minute and listen very carefully?</li><li>Can you pay attention to all the sounds you hear?</li><li>What did you hear?</li><li>Listen again and pay extra attention to any birds that you can hear. How many birds did you hear?</li></ul></div> <p>Listen to the bird songs video.</p> <p>Each bird has its own song. Each song is made up of small patterns of sounds repeated over and over. Make up a body percussion sound or pattern. A sound might be rubbing your hands together; a pattern might be 'clap-clap-tap knees'. Everyone should invent their own signature sound. This is your own unique 'birdsong'. Some of you will be the 'pointer'. This person is called the conductor.</p>	<p><b>LI: We are learning to identify what we know and would like to find out about Hinduism.</b></p> <p>Children will use a reflection frame to identify what they already know and think they know about Hinduism. They will use sentence structures and vocabulary to organise their thoughts.</p> <div data-bbox="734 628 1144 676"><p>Week commencing Monday 4<sup>th</sup> November 2024 LI: We are learning to identify what we know and would like to find out about Hinduism. Independent Class Teacher Teaching Assistant Supply HETL</p></div> <div data-bbox="734 694 1167 944"><p>What do you know about Hinduism?</p><p>Hinduism</p><p>I think... I believe... I am sure...</p><p>What questions do you have about Hinduism?</p></div> <p>Children who practise Hinduism will be invited to share about their faith and children will be able to ask questions.</p> <p>They will watch the video to introduce the topic - <a href="#">What is Hinduism? - BBC Bitesize</a></p> <p>LI – We are learning to understand that many Gods are worshipped in Hinduism.</p> <p>In this lesson, children will learn about different Hindu gods and why they are worshipped.</p>	<p><b>LI: We are learning to follow instructions and work with others.</b></p> <p>In this lesson, children will be encouraged to listen and respond to others while working in their groups.</p> <p>Captain's on the deck:</p> <p>Tell pupils in this game they need to use their listening skills to follow the instructions. If they are unsure, they can watch others to confirm the instructions. Pupils jog around the space, responding to the following instructions:</p> <ul style="list-style-type: none"><li>forwards Look for space to move into, change direction when you come close to another pupil.</li><li>backwards Look over your shoulder. Lift your knees high so that you do not trip over.</li><li>sideways Use side steps to travel, changing your leading leg every few steps.</li></ul> <p>Introduce the commands:</p> <ul style="list-style-type: none"><li>Scrub the deck: on your knees pretending to scrub.</li><li>Climb the rigging: pretend to climb a ladder.</li><li>Submarine: lie on your back with one leg in the air.</li><li>Row the boat: sit opposite a partner and pretend to row.</li></ul> <p>Find a new partner each time.</p> <p>Q: What helped you to follow the instructions correctly? Listening carefully, maybe playing the game without speaking so that they could hear the instructions.</p> <p><b>L1 Target Games</b></p> <p><b>LI: We are learning to know how much power to apply when hitting a target.</b></p> <p>Roll and slide:</p> <ol style="list-style-type: none"><li>In pairs with one tennis ball, playground ball, beanbag and cone. Pupils stand approx. 4m apart. They place one ball and beanbag on the floor and explore rolling the first ball to each other. Q: What do you notice about how easy the ball is to roll?</li></ol> <p>Place the other objects safely to the side of you.</p> <ol style="list-style-type: none"><li>Repeat the activity using the other ball, and then with sliding the beanbag. Q: Which object were you most accurate with?</li></ol> <p>To roll or slide the object, bend your knees, place your opposite foot to throwing arm forwards to help with balance. Use a straight arm, swing from back to front and finish with hand pointing at your target.</p> <p>Make this harder by standing further apart.</p> 



# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 4.11.24

LI: We are learning to understand that many Gods are worshipped in Hinduism.


**What is Hinduism?**



**THINK**  
Spend time thinking by yourself first.

**PAIR**  
Talk with a partner or your table group and take turns sharing your ideas.

**SHARE**  
Share your collaborative thoughts with the whole class.

**Recall**  [CT watch this video about Hinduism](#)

**Art - Kapow** **PSHE - Jigsaw**

LI: We are learning to develop our knowledge of colour mixing.

This week children will be learning to explore making secondary colours using primary colours. They will experiment with letting colours blend and seeing what other secondary colours they can make.

LI: We are learning to identify what we know and want to find out about celebrating differences.

In this lesson children will explore what they already know and what they think they know about celebrating differences using a reflection frame. They will then read through and understand the contents of their unit knowledge Organiser.

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 4.11.24

**Think**  
Tap your brain and think quickly about how you will answer the question.

**Pair**  
Tap up with a partner. Take turns sharing your thoughts and listening to each other.

**Share**  
Share your ideas with the whole class.

- ✓ What happens when the paint mixes on the page?
- ✓ What new colours can you see?
- ✓ What do we call the colours orange, purple and green? (Secondary colours).
- ✓ What will happen if you mix two secondary colours together?

Week commencing Monday 4<sup>th</sup> November 2024  
 L1: We are learning to identify what we know and want to find out about celebrating differences.

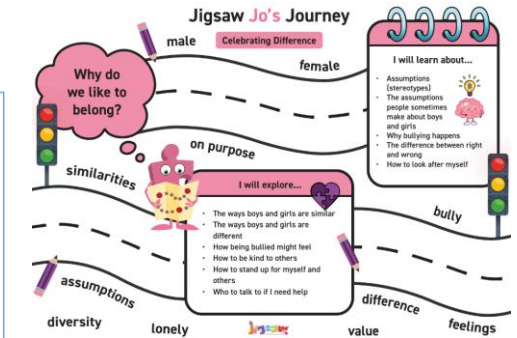
Independent Class Teacher Teaching Assistant Supply HLTA

What do you know about celebrating differences?

Celebrating Differences

I think... I believe... I am sure...

What questions do you have about celebrating differences?



**L1: We are learning to understand that sometimes people make assumptions about boys and girls (stereotypes).**

**L1: We are learning to understand some ways in which boys and girls are similar and feel good about this.**

In this lesson, children will explore the assumptions made regarding boys and girls and what these mean and how these assumptions can make them feel. They will explore stereotyping and how this fits into their world and understanding.

**WC: Monday 4th November 2024**

**L1: We are learning to understand that sometimes people make assumptions about boys and girls (stereotypes).**

**L1: We are learning to understand some ways in which boys and girls are similar and feel good about this...**

**Keywords:**  
Assumptions  
Stereotypes

**Boys and Girls**

All boys enjoy playing football  
 All girls like drawing horses  
 Most girls prefer the colour pink to any other colour  
 Only boys enjoy computer games  
 Most girls dislike football  
 Boys prefer Lego to making jewellery  
 Boys tend to have short hair  
 Girls tend to have long hair  
 Girls prefer cooking to playing football



Read the statements to the children and they agree, not sure or disagree.

Ask me this:

- Are there similarities between what boys and girls like/dislike?
- Are there always differences?
- Can you think of some similarities between boys and girls?
- Has anything surprised you about where other people in the class stood?

# Weekly Overview of Learning

Year Group: Year 2 Week beginning: 4.11.24

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing														
<p><b><u>LI: We are learning to apply our knowledge of habitats to identify a mystery habitat.</u></b></p> <p>Over the next two weeks, children will be using a range of resources with clues to identify a mystery habitat by applying their understanding of animal and plant habitats.</p> <p>In the first session they will watch a video and record their observations</p> <div data-bbox="116 758 481 1008"> <p><small>Wellington Primary 4th November 2024</small>  <small>LI: We are learning to apply our knowledge of habitats to identify a mystery habitat.</small></p> <table border="1"> <tr> <td>Independent</td> <td>Class Teacher</td> <td>Teaching Assistant</td> </tr> </table> <table border="1"> <tr> <td>Animals</td> <td>Water sources</td> <td>Plants</td> </tr> <tr> <td>Shelter</td> <td>Food sources</td> <td>Other observations</td> </tr> </table> </div> <p><b><u>LI: We are learning to identify and name a variety of plants and animals in a range of habitats and microhabitats.</u></b></p> <p>In the second session they will explore and classify some of the animals and plants found in that habitat. They will continue their scientific investigation next week.</p>	Independent	Class Teacher	Teaching Assistant	Animals	Water sources	Plants	Shelter	Food sources	Other observations	<p><b><u>LI: We are learning to make judgements about significant Queens and describe their impact.</u></b></p> <p>In this lesson, children will explore and make judgments about which Queen made the most significant impact. They will use their prior knowledge and new knowledge to make their judgements. They will then go on to debate their arguments with a partner using sentence stems and key vocabulary.</p> <div data-bbox="795 726 1451 1193">  <p><b>WC: Monday 4th November 2024</b></p> <p><b>LI: We are learning to make judgements about significance and describe the impact Queen Victoria made during her reign.</b></p> <table border="1"> <tr> <td>Independent</td> <td>Class Teacher</td> <td>Teaching Assistant</td> </tr> </table> <p>Supply HLTA</p> <p><b>Traditions</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>British Empire</b></p> <p>_____</p> <p>_____</p> <p>_____</p> </div>	Independent	Class Teacher	Teaching Assistant	<p><b><u>LI: We are learning to use a digital device to take a photograph.</u></b></p> <p>In today's lesson children will identify which devices can and cannot take photographs. Then, they will use Ipads and work with their partner to take images of different objects, such as a close up of an object. They will then share their images with a class.</p> <div data-bbox="1478 670 2139 1013"> <p><b>Can you sort these devices?</b></p>  <table border="1"> <tr> <td>Can take photographs</td> <td>Cannot take photographs</td> </tr> </table> </div>	Can take photographs	Cannot take photographs
Independent	Class Teacher	Teaching Assistant														
Animals	Water sources	Plants														
Shelter	Food sources	Other observations														
Independent	Class Teacher	Teaching Assistant														
Can take photographs	Cannot take photographs															

# Weekly Overview of Learning

Year Group: Year 2    Week beginning: 4.11.24

	Name of living thing	Group				Words to describe its features
		plant <input type="checkbox"/>	invertebrate <input type="checkbox"/>			
		amphibian <input type="checkbox"/>	mammal <input type="checkbox"/>			
		bird <input type="checkbox"/>	reptile <input type="checkbox"/>			
		plant <input type="checkbox"/>	invertebrate <input type="checkbox"/>			
		amphibian <input type="checkbox"/>	mammal <input type="checkbox"/>			
		bird <input type="checkbox"/>	reptile <input type="checkbox"/>			
		plant <input type="checkbox"/>	invertebrate <input type="checkbox"/>			
		amphibian <input type="checkbox"/>	mammal <input type="checkbox"/>			
		bird <input type="checkbox"/>	reptile <input type="checkbox"/>			
		plant <input type="checkbox"/>	invertebrate <input type="checkbox"/>			
		amphibian <input type="checkbox"/>	mammal <input type="checkbox"/>			
		bird <input type="checkbox"/>	reptile <input type="checkbox"/>			
		plant <input type="checkbox"/>	invertebrate <input type="checkbox"/>			
		amphibian <input type="checkbox"/>	mammal <input type="checkbox"/>			
		bird <input type="checkbox"/>	reptile <input type="checkbox"/>			


## Homework

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

Reading and spelling.	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
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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.

**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.

**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!!

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.

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Try and login to Bug Club and Reading Eggs.



Work to reach your target – are you in the green zone yet?

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 every day!

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