
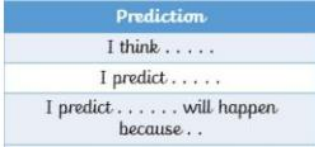




Weekly Overview of Learning

Year Group: 2 Week beginning: 6.5.2024

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>Bank Holiday</p>	<p>LI: We are learning to identify simple past and present tenses.</p> <p>Children will work in pairs or in trios when responding. Children will be encouraged to take turns when talking and listening.</p> 	<p>LI: We are learning to make predictions based on what has been read (1e)</p> <p>Chn will listen and respond to each other when making predictions. They will be encouraged to take turns when talking in pairs or in trios.</p> 	<p>LI: We are learning to read closely to obtain specific information (1b)</p> <p>Children will work in pairs or in trios when responding. Children will be encouraged to take turns when talking and listening.</p> 	<p>LI: We are learning to make inferences to discuss characters' feelings and behaviour (1d)</p> <p>Children will be encouraged to discuss their knowledge with their peers and give opinions.</p> 

Weekly Overview of Learning

Year Group: 2 Week beginning: 6.5.2024







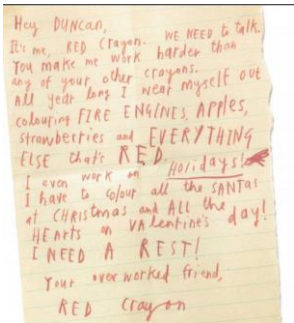
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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>		<p><u>Key questions</u> What is the past tense? How can we identify the past tense? What is the present tense? How can we identify the present tense? How are the two tenses related?</p> <p><u>Key Vocabulary</u> past tense present tense</p>	<p><u>Key questions</u> What will happen next? Why do you think this? Are there any clues in the text? Who is Duncan? Who are the Crayons? Why did they quit?</p> <p><u>Key Vocabulary</u> Predictions clues pictures explanations quit crayons</p>	<p><u>Key questions</u> Where/when does the story take place? What did s/he/it look like? Through whose eyes is the story told?</p> <p><u>Key Vocabulary</u> retrieve clues text explain</p>	<p><u>Key questions</u> What makes you think that? Which words give you that impression? I wonder what the writer intended? What do these words mean and why do you think the author chose them?</p> <p><u>Key Vocabulary</u> infer text feelings behaviour adjectives</p>

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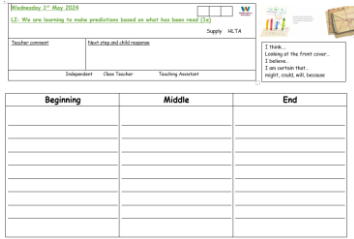
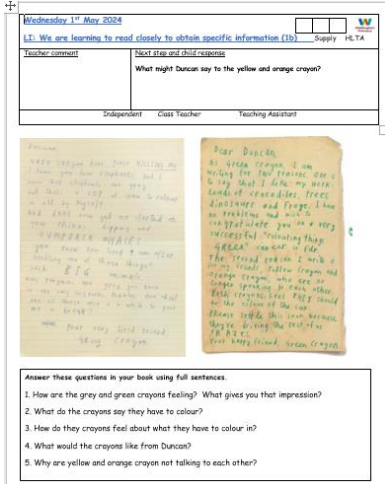
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<p>Activities</p>		<p>In this lesson children will learn about the simple past and present tenses.</p> <p>They will recall their previous learning and apply to their current learning to consolidate their thinking and their application of knowledge when writing.</p> <div data-bbox="645 821 996 1013"> <p>Simple past tense PIXL</p> <p>The simple past tense often uses verbs with the -ed suffix.</p> <div style="display: flex; align-items: center;"> <div style="text-align: center;"> <p>They both cleaned the room.</p> <p>↑</p> <p>verb with -ed suffix</p> <p>↓</p> <p>We danced around the hall.</p> <p>↑</p> <p>verb with -ed suffix</p> </div>  </div> </div>	<p>Within this lesson children will be introduced to their new text. They will make predictions based on the front cover.</p> <p>Children will read the first page and then make further predictions based on what they have just read. They will record what they think will happen in the beginning, middle and end using pictures and sentence stems to aid writing.</p> <div data-bbox="1025 1114 1377 1375"> <p>LT: We are learning to make predictions based on what has been read (1a)</p> <p>Read/listen to the first page - what do you think will happen next?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Who is Duncan?</p> <p>Who has sent the letters?</p> <p>Why have the letters been sent?</p> <p>After reading, discuss these questions-</p> </div> <div style="width: 45%;">  <p>What will Duncan do with them?</p> </div> </div> </div>	<p>In this lesson, children will be introduced to the skills required when information needs to be retrieved from a text. They will be taught about looking for clues and specific words which will help them know when to use information when answering questions.</p> <div data-bbox="1406 842 1787 1114"> <p>LT: We are learning to read closely to obtain specific information (1b)</p> <p>When we read closely, we look for specific information.</p> <p>We might look for what a character is wearing or what colour hair they had.</p> <p>To help us do this, we can look closely at small sections of the text.</p>  </div>	<p>In this lesson, children are taught to make inferences and the skills required to do this successfully.</p> <p>They will explore different crayons and explore how they feel and how they behave so then write about them using the third person.</p> <div data-bbox="1818 817 2145 1024"> <p>Making Inferences</p> <p>When you make an inference, you are working out something that is not completely explained in the text.</p> <div style="display: flex; align-items: center;">  <p>+</p>  <p>=</p>  </div> <p>Inferences!</p> <p>You might explain your thinking using words like...</p> <p>"I think..." "I predict..." "My guess is..." "Maybe..."</p> <p>Making inferences is a great way to understand and enjoy what we are reading.</p> </div> <div data-bbox="1818 1056 2110 1380">  <p>Hey Duncan, It's me, RED Crayon. WE NEED to talk. You make me work harder than any of your other crayons. All year long I wear MYSELF out colouring FIRE ENGINES, APPLES, strawberries and EVERYTHING ELSE that's RED. <i>100 days!</i> I even work on the SANTA's at CHRISTMAS and ALL the day! HEARTS on VALENTINE'S day! I NEED A REST! Your overworked friend, RED Crayon</p> </div>

Weekly Overview of Learning

Year Group: **2** Week beginning: **6.5.2024**

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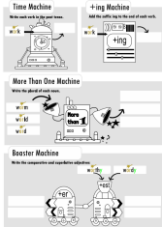

					
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics  Term 3 - Week 1 This week	Bank Holiday	Review w-or (er) and suffixes Review the w-or (er) PowerPoint and sentences. Review how to add suffixes s ing and ed on the whiteboard.	Review Word Puzzle Use the w-or (er) words to complete the cloze procedure. Teach	Review Ideas Generation What is the best thing and the worst? What is a worthy cause? What work can people do to help? Teach	Review HFWs Display the First 100 and the Next 200 HFW Flashcards Posters.

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<p>reviews the wr grapheme and adding suffixes to wr words.</p>		<p>Teach Ask children in pairs to try to remember the w-or (er) sentences and write on whiteboards. Grammar Machines Complete the + ing Machine Time Machine More than One Machine</p> 	<p>Magic High Frequency Words Review HFWs by writing in colour-code: where once couldn't</p> <p>Cloze Procedure Use the following words to complete the sentences.</p> <p>I am _____ hard. worst world worked working worms worse</p> <p>Monday is my _____ day.</p> <p>_____ are good for the garden.</p> <p>The _____ thing about sailing is the sea-sickness.</p> <p>The nurse _____ at night time.</p> <p>A cheetah is the fastest land animal in the _____</p> <p>Magic High Frequency Words Can you complete the words below in colour-code? Where has Tricky Witch cast her spell? Are there any silent letters?</p> <p>where love once</p>	<p>Include as many words containing the or grapheme that makes an er sound. There not many of these.</p> <p>Letter to the Prime Minister Write a short letter to the Prime Minister to say how you would like to improve the world. What is the best thing in the world and the worst? What is a worthy cause? What work can people do to help? Include as many words containing the 'er' grapheme that makes an 'er' sound.</p> 	<p>Speed read in sound groups sections of the First 100 and Next 200 HFW flashcards.</p> <p>Review the Quick Mix Teach 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 – Billionaire Boy Author - David Walliams</p>	<p>Chestnut Class Matilda Author - Roald Dahl</p>	<p>Pine Class Horrid Henry and the Mega-Mean Machine Author - Francesca Simon</p>	<p>Sycamore The Twits Author - Roald Dahl</p>	

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	Bank Holiday	<u>LI: We are learning to express what we know about fractions.</u>	<u>LI: We are learning to identify o'clock and half past.</u>	<u>LI: We are learning to identify quarter past and quarter to.</u>	<u>LI: We are learning to identify 5 minutes on a clock.</u>
Key vocabulary and key questions		<u>Key questions</u> -What do you know about non-unit fractions? -What would you want on your pizza?	<u>Key questions</u> -Which is the hour hand? -Which is the minute hand?	<u>Key questions</u> -How many quarters are there in one whole? -How could you show a quarter on a clock?	<u>Key questions</u> -How many minutes are there between each pair of numbers on a clock?

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		<p>-Can you spilt your pizza up into fractions?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -Fractions -Quarters -Non-unit fractions -Express -Dividing into fractions -Circle -Thirds 	<p>-What is the same and what is different about the hands on a clock?</p> <p>-What does each hand on a clock show?</p> <p>-At o’clock, where should the hour/minute hand be?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -Clockface -Minute hand -Hour hand - Minute hand - o’clock - Half past 	<p>-What does each hand on a clock represent?</p> <p>-The minute hand is pointing at 3/9. What do you know about the time?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -Clockface -Minute hand -Hour hand - Minute hand - o’clock - Half past -Quarters -Quarter past - Quarter to 	<p>-At what time in an hour do you stop saying “past” and start saying “to”?</p> <p>- Where does the hour hand point for the time ?</p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> -Clockface -Minute hand -Hour hand - Minute hand - o’clock - 5 times table - Counting past - Counting to
<p>Activities</p>		<p>In this lesson, the children will be showing what we know about fractions.</p> <p>Children will be expressing what they know by making a pizza.</p> <p>They will choose what they want on the pizza for</p>	<p>Today, we are beginning to look at time. We will begin by recapping what we have learnt in Year 1.</p> <p>We will recap what we know about a clock face.</p>	<p>In this lesson, we will be carrying on with the topic ‘time’.</p> <p>We will focus on quarter past and quarter to.</p> <p>We will begin by looking at quarters in relation to shapes.</p>	<p>Today, we will be furthering our knowledge of time.</p> <p>We will begin the lesson by recapping our 5 times table.</p> <p>Next, we will identify that the clock goes up in 5 minute intervals .</p>

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each fraction.



E.g. 'Olives on $\frac{2}{4}$ of the pizza.'

We will identify the hour hand and the minute hand.

Identify half past

1 Match the clocks to the times.

	7 o'clock
	3 o'clock
	12 o'clock
	10 o'clock

2 Match the clocks to the times.

	half past 4
	half past 1
	half past 9
	half past 6

Complete the sentences.
At o'clock, the minute hand points to

Complete the sentences.
At half past, the minute hand points to

We will then look at where the hands are on the clock and how this affects the time.

We will think about how this is similar to on a clock face.

Match the clocks to the times

1 Match the clocks to the times.

2 What is the same and what is different about the times?

3 Complete the sentences.

4 Match the clocks to the times.

5 Other hands on a clock to show the times.

We will practise looking at the hands on the clock and which ones will tell us that it is 'quarter past and quarter to'.

We will count up in 5s as we are moving away from the hour and then we will count backwards in 5s as we move towards the hour.

Write the times shown on the clocks


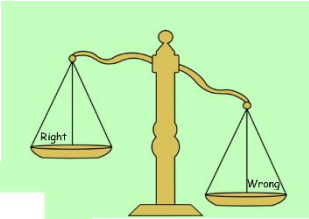



1 Write the times shown on the clocks.

2 What is another way of saying '15 minutes to'?

Weekly Overview of Learning

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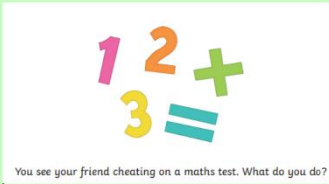


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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to Create action patterns in 2- and 3-time. Listen actively and move, stepping a variety of rhythm patterns in their feet ('walk', 'jogging', 'skip').</u></p> <p>• <i>Jazz suite No. 1 – 2. 'Polka'</i> by Dmitri Shostakovich</p>  <p>Explain that the task this lesson is to replace the 'knees-tap' pattern with a travelling section in the second half of the piece e.g. 'Let's go walk, walk, walk'.</p> <p>As a class, make a list of different ways of travelling. Start by performing the swinging motion with a partner as above, then ask the children to travel with their partner around the space in the second section to their chosen way of travelling.</p> <p>Repeat this activity with a different way of travelling. Create a performance of the song with the children working with their partner. They must choose two different ways of travelling for the second verse, e.g.:</p>	<p><u>LI: We are learning to express our own beliefs about what happens when people choose wrong or right.</u></p> <p>All religions have morals and teach their followers right and wrong.</p>   <p>You break your mum's favourite vase at home. She thinks your sibling did it. Do you own up?</p> <p>What would you do? Why? What would Buddhists do?</p> <p>Look at the different situations – what would you do? Why?</p>	<p><u>LI: To develop racket skills and use them to return a ball.</u></p> <p>Catch this:</p>  <p>Pupils have one ball, racket and cone each. They begin standing in a space with their cone and racket on the floor beside them. Pupils throw their ball into the air and try to get it to land on their racket face (the strings) placed on the floor. Throw the ball underarm just above head height. Leave the racket on the floor, pupils throw their ball into the air and catch it in their cone. Stand in the ready position with feet shoulder width apart and knees bent.</p>  <p>Watch the ball carefully. Move to get underneath the ball.</p>

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<p>'Let's go walk, walk, walk, Let's go walk, walk, walk, Counting 1, 2, 1, 2, stop. Phew!</p> <p>Let's go hopping, hopping, hopping, Let's go hopping, hopping, hopping, Counting 1, 2, 1, 2, stop. Phew!'</p> <p>In pairs, give children time to rehearse new verses.</p>	<p>Look at the different situations and explain what you would do.</p> <div data-bbox="1003 387 1442 786" style="border: 1px solid black; padding: 5px; background-color: #e0ffe0;"> <p><u>How do YOU know what to do in a situation?</u></p> <div style="text-align: center;">  <p>You see your friend cheating on a maths test. What do you do?</p> <p>What would you do? Why? What would Buddhists do?</p> </div> </div> <p><u>What would you do?</u></p> <div style="border: 1px solid black; padding: 5px;"> <div style="text-align: center;">  <p>You accidentally come across a bag of your unrapped birthday presents. Do you look?</p> </div> <hr/> <div style="text-align: center;">  <p>You find £20 on the pavement. What do you do?</p> </div> </div>	
<p>Art – Kapow</p>	<p>PSHE - Jigsaw</p>	
<p>MAKE YOUR MARK!</p> <p>This week children have the exciting opportunity to partake in a competition. Children will be taught the importance of their handwriting and the interesting links between the brain and how children use pens/pencils. For their task. children will be given creative range to create their own pieces of</p>	<p><u>LI: We are learning to understand that there are different boundaries within family and friends.</u></p> <p>This week children will be learning about the importance of boundaries. Children will recall the different ways we show affection to our loved ones, and how we distinguish between family and friends. The fundamental point</p>	

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Art that best represents themselves. This can be done through a poem, writing a letter, or drawing a picture.



A PEN IS LIKE A KEY

FINAL ACTIVITY:

So, now, for this final activity, it's time to think about your personality.

What sort of thoughts are going around in your mind, and what feelings are swirling around in your heart?

What would your personality look like if it was to leap outside of you and onto this page?

Will it be smooth or pointy, colourful or plain, and would you describe it with words or a picture?

You could write a short poem, or create a fantastic signature, draw a picture, or make a pattern with colours or shapes. Just show us you.

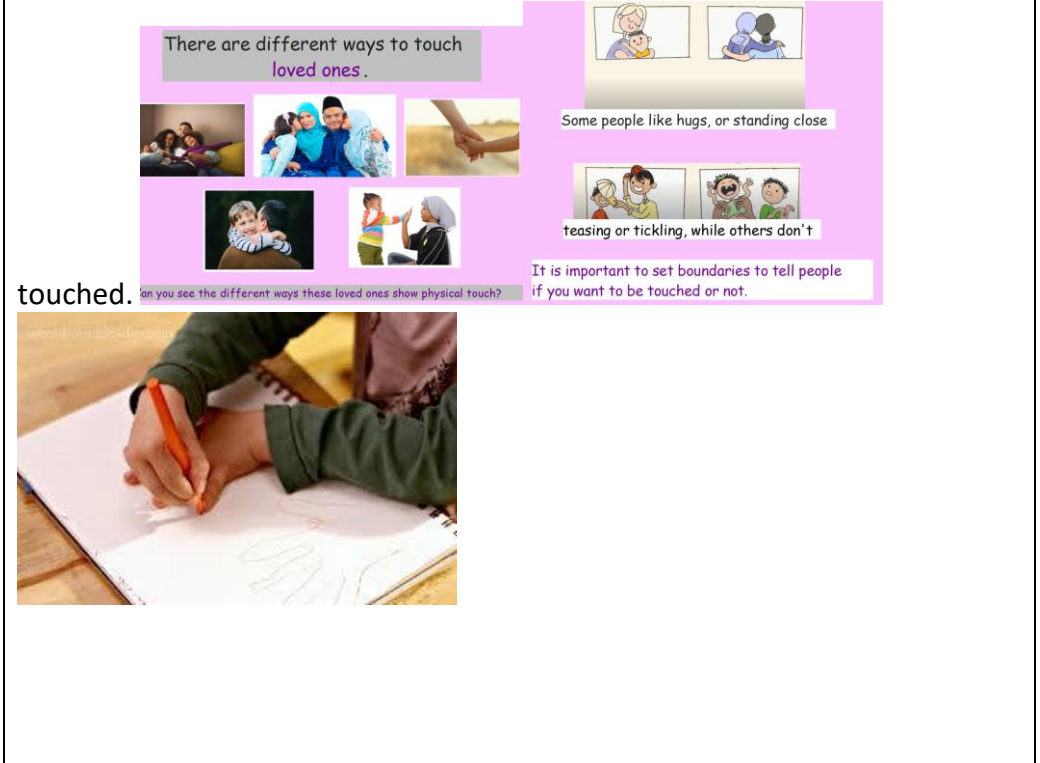
Did you know that your handwriting and the way you use a pen makes you special?

It's different to using a computer. Because a computer forces you to use a certain type of programme, a certain type of font, in certain types of colours. In some ways, it forces us all to be the same.

Whereas your handwriting is unique to you, sort of like your fingerprint or your smile. It's so unique in fact that it has its own area of study called graphology.

Graphologists study the links between the way you write to the different parts of your personality. You could say that your handwriting helps your personality jump out of you and onto the page.

children should remember is if they don't want to be touched, they have every right to this. Children will work with partners to trace their hand prints and write the ways they like to be touched and ways they prefer to not be



There are different ways to touch loved ones.

Some people like hugs, or standing close

teasing or tickling, while others don't

It is important to set boundaries to tell people if you want to be touched or not.

Can you see the different ways these loved ones show physical touch?

touched.



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LI: We are learning to notice patterns from a set of data using scientific language.

This week children will learn all about paper and how it is made. We will go through different types of papers and their uses, such as cardboard, tissue paper and newspaper. Then, we will conduct a whole class investigation testing different papers based on their strength, texture and absorbency.

Types of paper

There are many different types of paper. Each type has different properties and uses.



Properties of paper

After investigating the properties of papers, record your ordered papers below. Use the useful words to help.

Test 1: Strength

least strong _____

 most strong _____

Test 2: Texture

smoothest _____

 roughest _____

Test 3: Absorbency

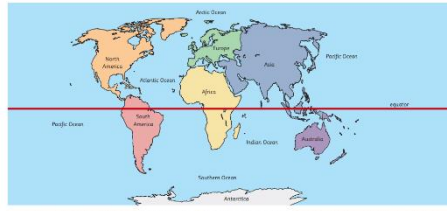
least absorbent _____

 most absorbent _____

Useful words

- brown paper
- cardboard
- newsprint
- paper towel
- tissue paper

Equator



The equator is an invisible line that goes around the centre of the world, dividing it into two halves.

LI: We are learning to locate the equator and different weather around the world.

Look at the information on the weather and equator.

LI: We are learning to identify patterns in music.

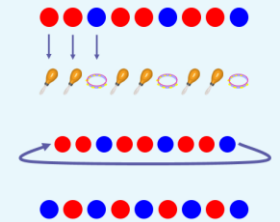
Children will learn the definitions of pulse and rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.

Explore pulse and rhythm

Explore patterns

In groups of two:

1. Create a two-colour pattern using up to ten counters
2. Play your pattern using two instruments
3. Play your pattern two or three times
4. Try a new pattern



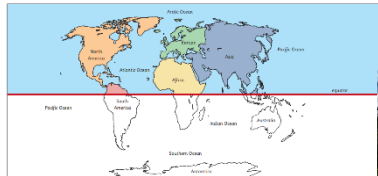
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Children to read the fact cards and sort them into the different weather types.

Northern Hemisphere



The Northern Hemisphere is the half of the world above the equator.

Southern Hemisphere



Location: Khao Yai National Park, Thailand

Continent: Asia

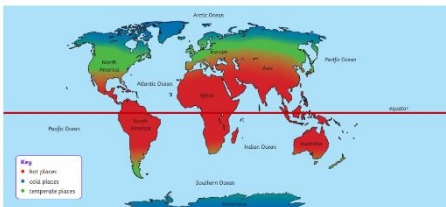
Hemisphere: Northern

Distance from the equator: 970 miles

Weather patterns:

The temperature does not change much during the year. The moisture in the air makes it feel warm and sticky. There is a rainy season from May to October. The largest amount of rain falls in September. It is dry during the rest of the year.

Hot, temperate and cold places



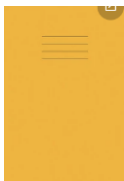
Hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places.

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Homework



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

Reading and spelling.

Reading

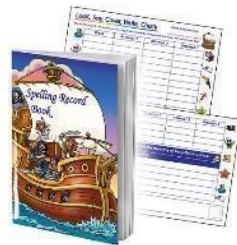
Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**.

Your teacher will check, mark and sign your work once a week. Try and login to **Bug Club** and **Reading Eggs**.



Spellings

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



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



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:



Half term – week beginning Monday 27th May

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