

Weekly Overview of Learning



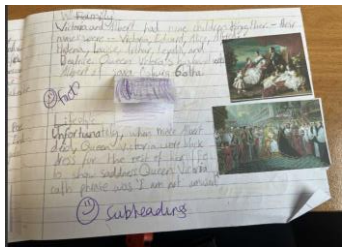

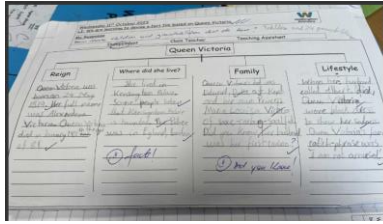
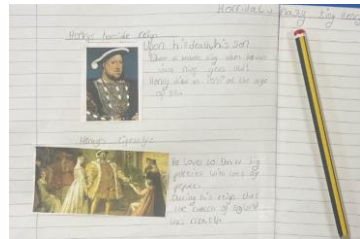
Year Group: Year 2 Week beginning: 07.10.24

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
Speaking and Listening Focus	<p>The Language of Deduction. <u>Sentence stems</u> This happened... because... I know this... What do you think happened? How do you know that ?</p>	<p>The Language of Deduction <u>Sentence stems</u> As a result of... I conclude that... After looking at the data/information/results I conclude that...</p>	<p>The Language of Deduction <u>Sentence stems</u> I found out that... I read that... I know that... Also...</p>	<p>The Language of Deduction <u>Sentence stems</u> Another fact is... Did you know... Finally...</p>	<p>The Language of Deduction <u>Sentence stems</u> This famous king... He also... An interesting fact is...</p>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary Monarch Queen Victoria Facts Fact file Non-fiction book Features Importance Reign Lifestyle Retrieval ? Key Questions What information is important to include? What connectives can I use to make my writing more interesting? What skill am I using?</p>	<p>Key vocabulary Monarch Queen Victoria Facts Fact file Non-fiction book Features Importance Reign f Lifestyle Retrieval ? Key Questions What information is important to include? What connectives can I use to</p>	<p>Key vocabulary Monarch King Henry the Eighth Facts Fact file Non-fiction book Reign Lifestyle Headings Subheadings Key Questions What is a subheading? What is a heading? How should I layout my information so it is easier to access?</p>	<p>Key vocabulary Monarch King Henry the Eighth Facts Fact file Non-fiction book Features Importance Reign Lifestyle Subheadings Key Questions What information is relevant to the subheading? What images are relevant to the information? How do you know?</p>	<p>Key vocabulary Monarch King Henry the Eighth Facts Fact file Non-fiction book Reign Lifestyle Headings Subheadings Key Questions What is a subheading? What is a heading? How should I layout my information so it is easier to access?</p>

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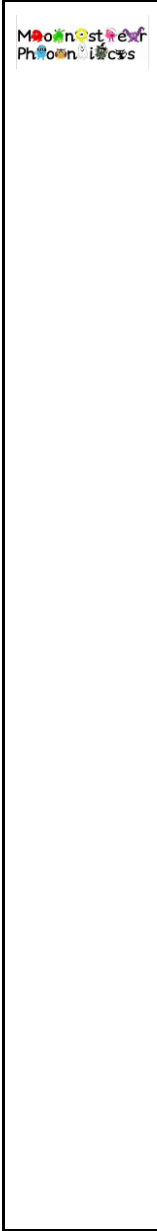
Year Group: Year 2 Week beginning: 07.10.24

<p>Activities</p>	<p>This week, the children will be using what they have learnt about non-fiction texts and will be beginning to create their own.</p> <p>The children will begin by researching and using their retrieval skills to find out more about Queen Victoria.</p> <p>The children will begin by researching and using their retrieval skills to find out more about Queen Victoria.</p> <p>The children will then use the information they have found and organise it into 4 different subheadings: Lifestyle, reign, family and home.</p> 	<p>In this lesson, the children will use the information that they have collected from the previous lesson and start to organise it into their own non-fiction book. They will pick an eye-catching heading and subheading. The children will endeavour to use an expanded noun phrase in their subheading.</p>  <p>They will then choose what information they have found to be relevant. Finally, the children will then pick the image they would like to use that is suitable for the information they have written about.</p> 	<p>The children will continue to compile the information into their non-fiction book.</p> <p>The children will pick the remaining eye-catching heading and subheading. They will then choose what information they have found to be relevant to these different topics.</p> <p>The children will then proofread what they have written to make sure it makes sense.</p> 	<p>The children will begin by researching and using their retrieval skills to find out more about King Henry the 8th.</p> <p>The children will then use the information they have found and organise it into 4 different subheadings: Lifestyle, reign, family and home.</p> 	<p>In this lesson, the children will use the information that they have collected from the previous lesson and start to organise it into their own non-fiction book. They will pick an eye-catching heading and subheading. They will then choose what information they have found to be relevant. Finally, the children will then pick the image they would like to use that is suitable for the information they have written about.</p> 
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<p>Additional Literacy Learning</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
<p>Phonics</p>	<p>Review</p>	<p>Review</p>	<p>Review</p>	<p>Review</p>	<p>Review</p>

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GPC Review
Review graphemes using PPT or flashcards – repeat in black text. Use a random order.

Fluency Reading
Words: pedal hospital animal
Encourage fluent independent reading.

Teach
Teach Spelling Rule: Suffix-drop 'e'
Use PPT to teach the 'drop e' rule when adding -ed, -ing, -est, -er -y to words ending in e (split digraphs).
Recap on the three different versions of -ed

Apply
Children read flashcards and make new words by adding a suffix.
Record words on the table.

Adding the suffixes to words ending in 'e'

Root word	Adding -ing	Adding -ed	Adding -er	Adding -est	Adding -y

GPC Review
Review graphemes using PPT or flashcards – repeat in black text. Use a random order.

Quick Write
Words: hare/hair pair/pear
Encourage independent spelling of words. Reveal correct spelling for children to check.

Teach
Recap Spelling Rule: Suffix-drop 'e'
Use PPT to recap the 'drop e' rule when adding -ed, -ing, -est, -er -y to words ending in e (split digraphs).
Can children remember the rule?

Apply
Read sentences and add correct suffix to the root word using the 'drop e' rule.

Blending to read

Fill in the blanks using the 'ed' or 'ing' version of the word below the sentence.

- I found the hamster _____ in its cage.
hide
- I _____ it would be sunny weather for the picnic.
hope
- My dog is the _____ pet.
cute
- I like _____ cakes for my friends and family.
bake
- The melon is _____ than the peach.
ripe
- We _____ up a steep hill yesterday.
hike
- I will tidy my bedroom _____ today.
late
- The cars _____ around the track at top speed.
race

GPC Review
Review graphemes using PPT or flashcards – repeat in black text. Use random order.

Fluency Reading
Words: metal comical arrival
Encourage fluent independent reading.

Teach
Teach Spelling Rule: Suffix-double consonant
Use PPT to teach the 'double consonant' rule when adding -ed, -ing, -est, -er -y to words ending a single consonant and short vowel.

Apply
Children read flashcards and make new words by adding a suffix

Root word	Adding -ing	Adding -ed	Adding -er	Adding -est	Adding -y

GPC Review
Review graphemes using PPT or flashcards – repeat in black text. Use a random order.

Quick Write
Words: whole/hole here/hear
Encourage independent spelling of words. Reveal correct spelling for children to check.

Teach
Recap Spelling Rule: Suffix-double consonant
Use PPT to recap the 'double consonant' rule when adding -ed, -ing, -est, -er -y to words ending a single consonant and short vowel.
Can children remember the rule?

Apply
Read the sentences and add the ending to the root words, so that the sentences make sense.

Blending to read

Add the correct ending to the words below.

ing
er
est
y
ed

- She bat _____ the bees away.
- He is the best swim _____ in the class.
- They walk _____ on the way to school and skip _____ all the way home.
- I hum _____ my favourite song.
- She didn't think it was fun _____ when she trip _____ up.
- I wash _____ my hair and pat _____ it dry.
- I am get _____ better after I had a run _____ nose.
- I will not get fit _____ by eating the big _____ slice of cake.

GPC Review
Review graphemes using PPT or flashcards – repeat in black text. Use a random order.

Fluency Reading
Words: capital medal carnival
Encourage fluent independent reading.

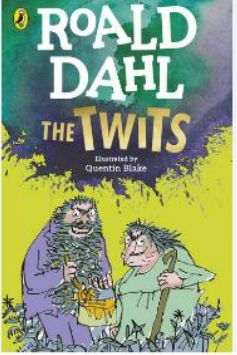
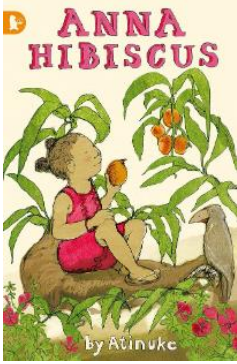
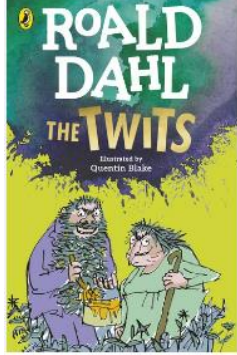
Teach
Segmenting to Spell
Can the children recall the 'drop e' rule and the 'double consonant' rule for adding a suffix?
Show the root words and the suffix needed to add.
Children to use whiteboards or exercise books to spell each word applying the correct spelling rule.

Practise & Apply
Spelling Review
Choose one of the following activities to review spellings of CEWs

1. Create flashcards using colour coding.
2. Write colour-coded words in exercise book.

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen</p> 	<p>Chestnut</p> 	<p>Sycamore</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to apply our knowledge of adding and subtracting 1s.</u></p>	<p><u>LI: We are learning to develop our understanding of adding by making 10.</u></p>	<p><u>LI: We are learning to explore adding three 1-digit numbers.</u></p>	<p><u>LI: We are learning to answer arithmetic questions.</u></p>	<p><u>LI: We are learning to answer problem solving and reasoning questions.</u></p>

<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>tens ones adding subtracting changes</p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>add make 10 calculations accuracy</p> <p><u>Key questions:</u></p>	<p><u>Key Vocabulary: (specific to lesson)</u></p> <p>adding 1-digits three efficient</p>	<p>Maths PIXL paper</p>	<p>Maths PIXL paper</p>
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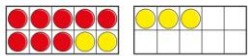

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	<p><u>Key questions:</u> How many ones are there in ____ ?</p> <ul style="list-style-type: none">• How many ones do you need to add/subtract?• What is ones + ones?• What is ____ + ____ ?• What happens to the tens/ones?	<p>What numbers do you need to add together?</p> <ul style="list-style-type: none">• What is the bond to 10 for ?• What do you need to add to to make ?• What can you partition into?	<p><u>Key questions:</u> Does it matter what order you add the numbers in?</p> <ul style="list-style-type: none">• Can you see any number bonds in the calculation?• What is the most efficient way to complete the calculation?		
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Activities	<p>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.</p> <p>There are 4 birds on a tree.</p> <ul style="list-style-type: none"> ▶ 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?  <p>There are 14 pencils in a pot. 2 pencils are added to the pot. How many pencils are there now?</p>  <p>There are 57 apples in a box.</p> <ul style="list-style-type: none"> ▶ Mo takes 1 apple out of the box. How many apples are there now? ▶ Mo takes another apple. How many apples are there now? 	<p>In this small step, children use their knowledge of number bonds to 10 to add numbers within 20. Children are familiar with using the counting on method for calculations that cross a 10, but the purpose of this step is to improve both efficiency and accuracy using number bonds.</p> <p>The counters show that $8 + 5 = 10 + 3$</p>  <p>Use counters and ten frames to fill in the missing numbers.</p> <ul style="list-style-type: none"> ▶ $9 + 5 = 10 + \underline{\quad}$ ▶ $8 + 4 = 10 + \underline{\quad}$ ▶ $4 + 7 = 10 + \underline{\quad}$ ▶ $7 + 9 = 10 + \underline{\quad}$ <p>Ron is using a Rekenrek to work out $9 + 4$</p>  <p>Why does Ron do this? What is $9 + 4$?</p> <p>Use a Rekenrek to work out the additions.</p> <table border="1" data-bbox="638 1053 952 1085"> <tr> <td>$8 + 6$</td> <td>$7 + 5$</td> <td>$5 + 6$</td> <td>$3 + 9$</td> </tr> </table> <p>https://www.bbc.co.uk/bitesize/articles/zb8gcqt#z3jy46f</p>	$8 + 6$	$7 + 5$	$5 + 6$	$3 + 9$	<p>Children should now be confident in adding two 1-digit numbers. In this small step, they explore adding three 1-digit numbers. The use of concrete resources can support with this, and counters with ten frames or a Rekenrek are particularly helpful. Children recognise that to add three numbers, they just need to add two of them and then add the third to the answer.</p> <p>Use the ten frames to complete the additions.</p> <ul style="list-style-type: none"> ▶ $7 + 5 + 2 = \underline{\quad}$ ▶ $6 + 8 + 1 = \underline{\quad}$ ▶ $4 + 6 + 5 = \underline{\quad}$ <p>Work out the additions.</p> <table border="1" data-bbox="1064 1292 1355 1332"> <tr> <td>$2 + 5 + 8$</td> <td>$2 + 8 + 5$</td> <td>$5 + 8 + 2$</td> </tr> </table> <p>What do you notice? Which addition was easiest?</p>	$2 + 5 + 8$	$2 + 8 + 5$	$5 + 8 + 2$	<p>This week, children will be completing a maths arithmetic paper to demonstrate their learning thus far.</p>	<p>This week, children will be completing a problem solving & reasoning paper to demonstrate their learning and understanding thus far.</p>
$8 + 6$	$7 + 5$	$5 + 6$	$3 + 9$									
$2 + 5 + 8$	$2 + 8 + 5$	$5 + 8 + 2$										

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to explore how a composer uses rhythm and articulation and responding to music through movement. Lesson 1 of 2</u> <u>In this lesson, children will -</u></p> <p>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.</p> <p>They will build on their understanding of Identifying how the composer uses rhythm and articulation to create character.</p> <p>Respond to the character of the piece through movement.</p> <div data-bbox="91 970 472 1002">Key words</div> <ul style="list-style-type: none">• Timbre: violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano.• Pitch: high, low.• Tempo: fast, slow.• Other: articulation (smooth, detached), character (flowing, jittery, brittle etc.).	<p><u>LI: We are learning to explain the importance of the Ten Commandments.</u></p> <p>Today the children will be learning about the Jewish Ten Commandments and we will rank them in order from most to least importance. Then, children will write out what rules</p>	<p><u>L6 Fundamentals</u> <u>LI: We are developing combination jumping and skipping in an individual rope.</u></p> <div data-bbox="1480 443 2141 520"><h2><u>Success Criteria</u></h2></div> <p><u>•Stand up tall.</u> <u>•Turn the rope first and then jump.</u></p> <div data-bbox="1480 639 2141 687"><p>30 <i>Miss</i> Skill Development</p></div> <p><i>Teacher note: discuss why it is important not to give up when trying new skills. In this lesson, they might try some skills which they find difficult and you are looking for pupils to persevere with the tasks and not to give up. What could the pupils say to each other to help each other if they are finding things difficult?</i></p> <p>Jump rope:</p> <p>Give each pupil a skipping rope and ask them to place it out straight in a space on the floor. Pupils to:</p> <ol style="list-style-type: none">1 Single bounce jump: jump continuously forwards and backwards over their rope using two feet and a single bounce.2 Rhythm is jump, jump, jump, jump. Practise small springy jumps on the balls of your feet. Look forwards and not down to help you to balance.3 Double bounce jump: jump and bend on each side of the rope. Keep feet together.4 Rhythm is jump, bend, jump, bend, jump and land with two feet.5 Hop: side to side over their rope. Change feet. <p><i>Bend your knees for a soft controlled landing.</i></p> <div data-bbox="1480 935 1682 1110"></div> <p><u>L6 Invasion Games</u> <u>LI: To apply simple tactics for attacking and defending.</u></p> <div data-bbox="1480 1222 2141 1299"><h2><u>Success Criteria</u></h2></div> <p><u>•Apply skills learned in the game situations.</u> <u>•Communicate with your teammates.</u></p>

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'The elephant'



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

are important to follow at school.

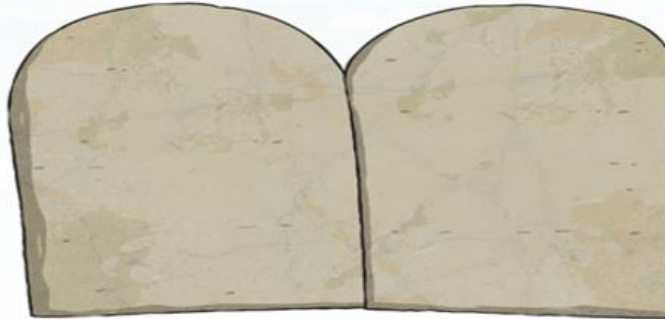
Week commencing 7th October 2024

LT: We are learning about the importance of the Ten Commandments and rules.

Supply H/LTA

Independent Class Teacher Teaching Assistant

Write down four of the Ten Commandments that you believe are the most important.

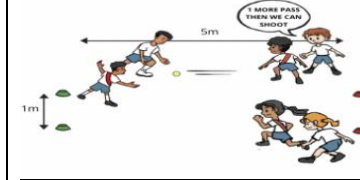


Now, write down your own Ten Commandments you think people should follow at school.

- 1) _____

- 2) _____

- 3) _____



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L5 – Telling a story (Part 2)

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

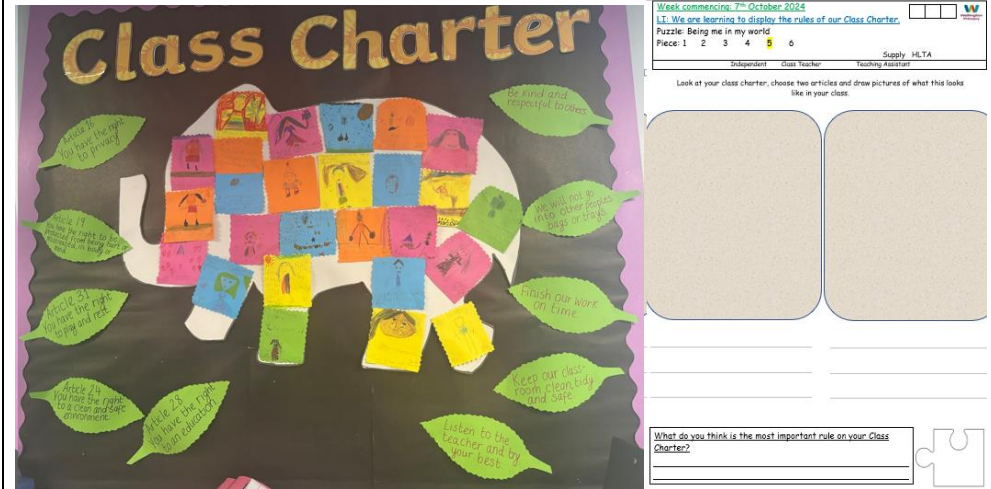
This week, children will continue to create their own story books, using their characters from the previous lesson. They will use the different drawing and mark making techniques to create an original story. They will have different resources for this, such as colouring pencils, felt tip pens, black biros and sketching pencils.

The end result should be a book with a title page and 4 scenes.



LI: We are learning to display the rules and consequences of our Class Charter.

Children will recall the actions they voted for on their class charter. They will go through each right and what actions they can display in the classroom for each right. Children will then draw pictures to show what positive behaviours they can do in order to follow the Class Charter and make their classroom a safe, positive learning environment.



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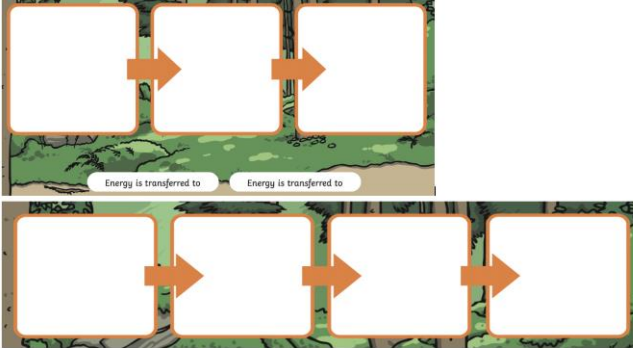
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LI: we are learning to interpret and construct simple food chains.

LI: we are learning to explore how animals and plants can adapt.

In this lesson, children will learn that food chains show how living things depend on one another for food. Plants always start a food chain because they are producers that make their own food using sunlight. They will also learn that prey animals have different ways to avoid capture by predators and plants have adaptations that protect them from being eaten by animals through conducting an investigation.

Task: make your own food chains. Cut out the pictures, arrange them on your flow grid. Stick them in once it has been checked.



Challenge: create more food chains in your book using words and arrows

LI: We are learning to explain why a queen was significant.

What do we already know about this Queen?

Why does this make her significant?

Children to watch the video about Queen Elisabeth and explain why she was significant.



Why was people delighted that she was Elizabeth was Queen?

LI: we are learning to explain how to use information technology safely.

Learners will consider how they use different forms of information technology safely, in a range of different environments. They will list different uses of IT and talk about the different rules that might be associated with using them. Learners will then say how rules can help keep them safe when using IT.

Think, pair, share

Choose a device from the class list.



What rules do you have to follow when using this device?






These rules could be from school or from home.

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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
<p>Reading Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday. Your teacher will check, mark and sign your work once a week. Try and login to Bug Club and Reading Eggs.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>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.</p> <div style="display: flex; justify-content: space-around;">   </div>	<div style="text-align: center;">  </div> <p>Doodle Maths – Log on to your account at least three times this week. We will be checking to see who has accessed their account the most!! Work to reach your target – are you in the green zone yet?</p>	<p>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.</p> <p>Please remember to write your child’s name on all school clothes and resources so if they get lost we can return them.</p> <p>Please remember to bring book bags in everyday!</p> <p>Forthcoming Trips/events for this term:</p> <p>Hampton Court Palace 24th October Reading Café dates for specific classes- please see the classroom door.</p>