



# Weekly Overview of Learning

Year Group: 2 Week beginning: 8.7.24




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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p><b>BEACH TRIP</b></p> <p>LI: We are learning to identity human and physical features.</p> 	<p>LI: We are learning to <u>write a recount of a real-life event.</u></p> <p>Recalling the events of the beach trip using first, next, finally.</p>	<p>LI: We are learning to <u>describe the seaside before the storm.</u></p> <p>Brainstorming adjectives with a partner before the storm.</p>	<p>LI: We are learning to <u>describe the seaside after the storm.</u></p> <p>Brainstorming adjectives with a partner after the storm.</p>	<p>LI: We are learning to <u>compose a setting description.</u></p> <p>Reading descriptive sentences aloud before writing them down.</p>
Key vocabulary and Key Bloom's higher order thinking questions		<p><b>Key Vocabulary</b></p> <p>beach trip recount first next then after finally feelings weather</p> <p><b>Key Questions</b></p> <p>Where did we go for our trip? What did we do first?</p>	<p><b>Key Vocabulary</b></p> <p>the wide, wide sea seaside 5 senses before/after prediction sea sun</p> <p><b>Key Questions</b></p> <p>What do you think is going to happen in the story? Where is the setting? Who are the main characters?</p>	<p><b>Key Vocabulary</b></p> <p>the wide, wide sea seaside 5 senses before/after prediction sea sun storm</p> <p><b>Key Questions</b></p> <p>What happened at the end of the story? What happened to the beach during the storm?</p>	<p><b>Key Vocabulary</b></p> <p>the wide, wide sea seaside contrasting conjunctions first, next, then, after, finally 5 senses before/after prediction sea sun storm</p> <p><b>Key Questions</b></p>

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		<p>What happened next/after?                  What happened at the end?                  How were you feeling?</p>	<p>What can you see/hear/smell/touch/taste?</p>	<p>How would you describe the setting?</p>	<p>What happened to the seaside before the storm?                  What happened to the seaside after the storm?                  How did they fix the mess?                  What is a contrasting conjunction?                  How can we apply them to our work?</p>
<p><b>Activities</b></p>		<p>In today's lesson we will be recapping the events of the beach trip. We will discuss the order of events using time connectives, how we felt and what the weather was like. Children will then write a recount of the trip.</p> 	<p>We will be starting our new book titled 'the wide, wide sea'. We will read the story halfway and predict what we think will happen next. Then, children will look at photos of the setting from the book and use their 5 senses to write down adjectives/phrases describing the beach</p>	<p>Following on from yesterday's lesson, we will finish our story. Then, we will describe the seaside setting after the storm.</p> 	<p>Using our plans from the week, children will compose a seaside description of the beach before and after the storm. We will also recap what a contrasting conjunction is and how to apply them into our writing.</p> 

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			<p>before the storm.</p> 		
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Phonics</b></p>	<p>Children will recap possessive apostrophes and contractions by matching the object to the owner and writing sentences using an apostrophe.</p>	<p>Children will use the 'll machine to add it onto a range of words such as he and she.</p>	<p>children will complete a word search by using the clues about what the contraction could be. Children will fill in the blank sentences with the correct contractions.</p>	<p>Children will complete a writing task about describing their family. They will describe how they look, activities they like and their favourite things using possessive apostrophes and contractions</p>	<p>Ask the class to design and create interactive displays for these monsters and their CEWs. For example, make monsters with a 'slit' mouth that can be fed CEW cards or the class could make the monster homes to add the monster and the flashcards to. Monster and home images can be downloaded from the Display Section and enlarged to support this activity.</p>

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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Aspen Class – Butterfly lion</b></p> 	<p><b>Chestnut Class Matilda</b> Author - Roald Dahl</p> 	<p><b>Pine Class Best Friends</b> Author - Wendy Finney</p> 	<p><b>Sycamore The Twits</b> Author - Roald Dahl</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b>BEACH TRIP</b></p>	<p><u>LI: We are learning to identify how to use column method when regrouping</u></p>	<p><u>LI: We are learning to apply column method to a given question.</u></p>	<p><u>LI: We are learning to apply subtraction methods to a question.</u></p>	<p><u>TTRS</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b>LI: We are learning to identify human and physical features.</b></p>	<p><b>Key Vocabulary</b> -Column method -Addition -Regroup -Carry</p>	<p><b>Key Vocabulary</b> -Column method -Addition -Regroup -Carry</p>	<p><b>Key Vocabulary</b> -Column method -Subtraction -Carry -Digit</p>	<p><b>Key Vocabulary</b> -5-times table -10-times table -Inverse -Multiplication</p>

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		<ul style="list-style-type: none"> <li>-Digit</li> <li>-Layout</li> <li>-Place value</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>-How do we layout column method?</li> <li>-Which digit do we first?</li> <li>-Where do we carry the additional digit?</li> <li>-When do we add this to the total?</li> <li>-Why is this method quicker for us?</li> </ul>	<ul style="list-style-type: none"> <li>-Digit</li> <li>-Layout</li> <li>-Place value</li> <li>-Show working</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>-How do we layout column method?</li> <li>-Which digit do we first?</li> <li>-Where do we carry the additional digit?</li> <li>-When do we add this to the total?</li> <li>-Why is this method quicker for us?</li> <li>-When should we use this method?</li> </ul>	<ul style="list-style-type: none"> <li>-Layout</li> <li>-Place value</li> <li>-Show working</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>-How do we layout column method?</li> <li>-Which digit do we first?</li> <li>-When do we add this to the total?</li> <li>-Why is this method quicker for us?</li> </ul>	<p>-Division</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>-What times table do we need to use?</li> <li>-If we know the times tables, do we know the division?</li> <li>-What is the question asking us?</li> <li>-How can we work this out?</li> </ul>
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Activities		<p>In this lesson, the children will be moving onto column method when there needs to be regrouping.</p> <p>The children will first begin by recapping column method.</p> $\begin{array}{r} 26 \\ + 18 \\ \hline \end{array}$ <p>They will then look at number that cross the 10s! We will learn the rules when the numbers cross the 10s.</p> <p>The children will then have a go at this independently.</p>	<p>Today, the children will apply their learning from the previous lesson questions.</p> <p>We will begin by recapping what we practised the day before when looking at column method with regrouping.</p>  <p>We will practise some questions together as a class before children try some questions independently.</p>	<p>In this lesson, the children will use their knowledge of column method to start think about subtraction.</p> <p>We will begin by looking at subtraction questions and how we might solve them.</p>  <p>We will then learn how we might solve these questions using column method.</p> <p>We will evaluate which method we found easiest.</p> <p>Children will then be able to practise this method independently.</p>	<p>In today's lesson, we will be practising our times tables.</p> <p>We will begin by recapping our timetables using songs.</p> <p>We will then complete our TTRS papers.</p>  <p>When we have finished, we can practise our times tables on TTRS using our school iPads.</p>
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Music – Sing Up

PE – Get Set 4 PE



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## Tanczymy labada – lesson 4

LI: We are learning to invent new words and actions for Tańczymy labada and play an accompaniment on tuned percussion.



The children will begin by recapping the game of *Tańczymy labada*. The children will then discuss different ideas of new 'holding' places e.g. waists, thumbs, elbows, etc. Can those who made the suggestions chant 'Have we had...?'

After the children have created their own actions, they will then think about how they can change the tune. The children will listen while the teacher performs this accompaniment on tuned percussion to a slow pulse, using two mallets or beaters. Each note lasts two beats.

F	F	C	F	F	F	C	F
1 2	3 4	1 2	3 4	1 2	3 4	1 2	3 4
♥	♥	♥	♥	♥	♥	♥	♥

The children will then try this themselves.

## Athletics – lesson 5

LI: We are learning to develop throwing for accuracy.

The children will be discussing what accuracy means. They will then discuss how to throw accurately:

- Keep your eyes looking at your target.
- Point your hand at your target after you throw.
- Throw from a balanced starting position.

The children will then show they accuracy skills in a circuit.



## Fitness- lesson 5

LI: We are learning to explore exercises that develop strength.

In PE this week, children will be lesson, children will be thinking about 'Why is it important to be strong? We use strength all of the time in our everyday lives; carrying heavy school bags, walking, running, climbing and to help us have good



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posture. It also helps us to have strong muscles and joints so we are less likely to hurt ourselves.

Children will then complete a circuit using different areas of their bodies and discussing where they feel this movement working.

<b>Art</b>	<b>PSHE - Jigsaw</b>
<p><b><u>LI: We are learning to work together to create a large piece of artwork</u></b></p> <p>Over the three lessons, we are going to make a large-scale piece of art based on comics and superheroes. Children will explore a page from the Captain marvel comic and discuss the scenes portrayed.</p> <p>They will also explore the pop art work of Roy Lichtenstein which they will use in their work.</p>	<p><b><u>LI: We are learning to explore about the natural process of growing from young to old and understand that this is not in my control</u></b></p> <p><b><u>LI: We are learning to identify people I respect who are older than me</u></b></p> <p>In this lesson, children learn about the natural growth cycle of being a baby to growing older. They will discuss how they get taller, how their feet and hands get bigger and how hair changes colour.</p> <p>They will identify and draw a picture of an older person who is special to them. On the back of the leaf template, invite the children to write two things they respect/like or love about this person.</p> <p>Children will then share their drawings.</p>

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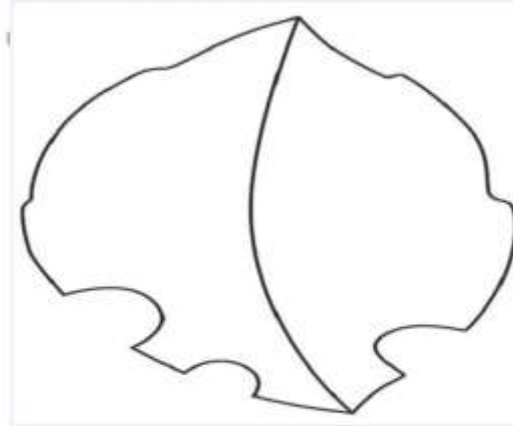
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They use overlapping techniques to create a shared piece of artwork in their small groups.



Task: draw a picture of an older person who is special to you. Use adjectives and sentences to explain why and include 2/3 reasons why they are so special to you.



Explain why respecting people is important.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Session 2

**LI: We are learning to recognise and feel proud about becoming more independent**

In this lesson, children will explore what they have achieved and identify special milestones. They will discuss how these have made them feel and create a timeline of events to share with their peers.

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Science - Wellington Curriculum	Computing – Teach Computing
<p><b><u>Session 1</u></b>  <b><u>LI: We are learning to explore and investigate what plants need to grow.</u></b></p> <p>In this lesson, children will explore what plants need to grow. They will conduct a simple investigation of their own, growing cress in various conditions.</p>	<p><b><u>LI: We are learning to create a program using my own design</u></b></p> <p>During this lesson, learners will create their own quiz question designs including their own choices of question, artwork, and algorithms. They will increase the number of blocks used</p>

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**WC: Monday 8th July 2024**  
**LI: We are learning to explore and investigate what plants need to grow.**


**Cress investigation**

Today you are going to grow cress to investigate which environment it will grow the best in.

Each day, we will check, observe and record its growth progress.

We will put the cress the following areas -

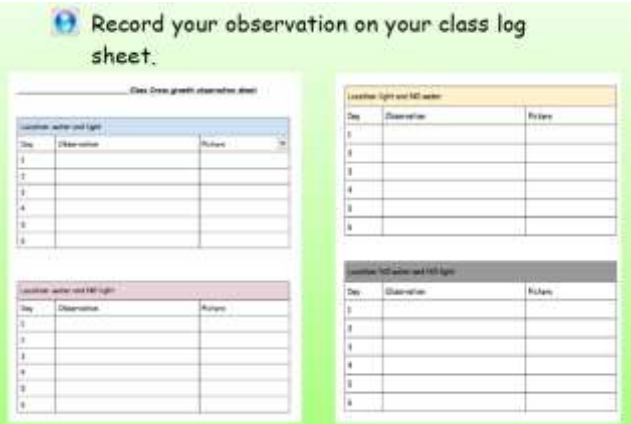
- water and light;
- water and no light;
- light and no water;
- no light and no water




They will complete a guide for new gardeners to inform them about what plants need to grow.

They will then complete their whole class investigation and check the growth of cress over 7 days.

**Record your observation on your class log sheet.**



within their sequences to create more complex programs.



**Session 2**  
**LI: We are learning to ask scientific questions about unusual plants and use ICT to find out information about unusual plants.**


In this lesson, children will explore unusual plants and consider whether all plants grow in the same conditions.

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They will ask questions and then they will conduct some of their own research to find the answers to complete a fact file of an unusual plant.



The image shows a screenshot of a 'Plant Fact File' worksheet. At the top, there is a header with the text 'WJ: Monday 8<sup>th</sup> July 2024' and a small logo. Below the header, there is a navigation bar with the text 'Independent', 'Class Teacher', 'Teaching Assistant', and 'Supply: M.T.A.'. The main content area is a spiral-bound notebook with a green cover and yellow tabs. The notebook has a title 'Plant Fact File' in a green banner. The pages are divided into several sections: 'Location' (with a small plant illustration), 'I like to eat' (with a small plant illustration), 'Interesting Facts' (with a small plant illustration), 'Diagram' (with a small plant illustration), 'Common name' (with a small plant illustration), and 'Scientific name' (with a small plant illustration). The notebook is decorated with green leaves and yellow flowers.

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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

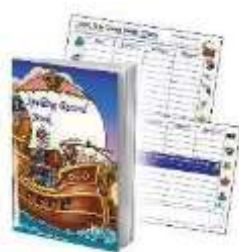
Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**.

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

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



Seaside trip – 8<sup>th</sup> July 10<sup>th</sup> July

Last day of Term Friday 19<sup>th</sup> July – school will close at 1:15pm