

Weekly Overview of Learning

Year Group: Year 2 Week beginning: 9.12.24

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English Reading and Writing</p>	<p>NATIVITY</p>	<p>LI: We are learning to plan a count based on real life events.</p>	<p>NATIVITY</p>	<p>LI: We are learning to write a recount based on real life events.</p>	<p>We are learning to write a recount based on real life events</p>
<p>Speaking and Listening Focus</p>		<p>We are learning to listen to others. We are learning to speak in clear, full sentences. My favourite part was... My costume was a... I enjoyed my part because... First/Next/Then/Finally, we...</p>		<p>We are learning to speak our sentence aloud before writing it down. My title is... The Nativity took place on... I played the part of... Before the concert, I felt... because...</p>	<p>We are learning to speak our sentence aloud before writing it down. First/Next/Finally, we... During the concert I felt... We sang... After the concert, I felt...</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>		<p>Key words Retell Chronological order Connectives Feelings Events Nativity Performance</p> <p>Key questions What came first, second and last? What connectives are appropriate to use where? Which part was your favourite? How did it make you feel?</p>		<p>Key words prepare feelings before, during, after time connectives costume enjoyment performance Nativity favourite</p> <p>Key questions What is the title of your recount? What day did this take place? How did we prepare for the concert?</p>	<p>Key words prepare feelings before, during, after time connectives costume enjoyment performance Nativity favourite</p> <p>Key questions What songs did you perform? How did you feel during the performance? What happened first?</p>

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What costume did you wear?
 What songs did you perform?
 What costume were you wearing?
 What happened next?
 What happened at the end?
 How did you feel after the concert was over?

Activities



In today's lesson, children will construct a plan for writing a recount based on the Nativity.

We will first recap what a recap is and discuss the main features to remember when writing a recount - using I, writing in chronological order, as well as the past tense.

The class will verbally discuss the Nativity, speaking to their partners and answering questions such as:
 How did we prepare for the Nativity?
 What was your costume? How were you feeling before, during and after the Nativity? Children will be encouraged to answer in full sentences.

Then, independently they will complete their plans to help them when writing the recount on Thursday and Friday.



Using our plans from the previous lesson, children will begin to write their recounts using their plans, vocab mats and pictures from the Nativity.

Children will have the opportunity to say aloud what they will write before writing it down.

Children will include a title, date and write about how they prepared for the concert and what they wore. They will also mention how they felt before the concert.

<p>How did we prepare?</p> <p>I prepared for the Nativity by...</p> <p>I practiced...</p> <p>I learnt...</p> <p>Our class was...</p>	<p>How did you feel before, during and after the Nativity?</p> <p>Before the show, I felt...</p> <p>During the performance, I felt...</p> <p>After, we felt...</p>
<p>What was your costume? Did you enjoy playing this part? Explain why.</p> <p>My costume was...</p> <p>My friend was...</p> <p>I played a...</p> <p>I enjoyed playing this part because...</p> <p>I did not like playing this part because...</p>	<p>What happened on the day?</p> <p>Use time connectives.</p> <p>First, I changed...</p> <p>Then, we...</p> <p>After, I watched...</p> <p>Shortly after...</p> <p>Finally, we all...</p>

owl cat donkey
 sheep cockerel donkey
 camel cow dog angel
 shepherd king mouse
 Mary Joseph

Following on from yesterday's lesson, children will finish their recounts of the Nativity. Today, they will focus on writing about the actual performance, using time connectives to put this in order. They will also write about how they felt during and after the concert ended.

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		<p style="text-align: center;">Title _____</p> <p style="text-align: center;">When did the Nativity take place?</p> <p>How did we prepare for the Nativity?</p> <p style="text-align: center;">Year 2 Nativity</p> <p>How did you feel before, during and after the Nativity?</p> <p>What was your costume? Did you enjoy playing this part? Explain why.</p> <p style="text-align: center;">What happened on the day? Use time connectives.</p> <hr/> <hr/> <hr/> <hr/> <p>Before we write, we need to plan our Nativity recount. We will discuss these questions and share our ideas aloud with our partner.</p> <p>What had we been doing for the past month to prepare for the Nativity? I have been ... I was practicing... We have been... We practiced...</p> <p>What was your role in the Nativity? Did you enjoy your part?</p> <p>My costume was a... My friend was a... I enjoyed playing a _____ because... I did not enjoy playing a _____ because...</p>			
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>		<p>Today, we will be recapping the -j sound, spelt as -dge, for example fridge.</p> <div style="border: 2px solid green; padding: 5px; text-align: center;"> </div> <p>We will go through some words with the 'dge' sound and play the Trash or Treasure game. Children will then listen to the 'fridge the bridge' song and collect words with the -dge sound.</p>		<p>Today we will be looking at the suffix ending with -ed. We will go through the Powerpoint with different and examples and then children will write down these words with -ed on their whiteboard.</p> <div style="display: flex; justify-content: space-around; gap: 10px;"> <div style="border: 1px solid gray; padding: 2px;">jump</div> <div style="border: 1px solid gray; padding: 2px;">climb</div> <div style="border: 1px solid gray; padding: 2px;">finish</div> </div> <div style="display: flex; justify-content: space-around; gap: 10px;"> <div style="border: 1px solid gray; padding: 2px;">play</div> <div style="border: 1px solid gray; padding: 2px;">fold</div> <div style="border: 1px solid gray; padding: 2px;">open</div> </div> <p>Then, children will complete their worksheet, changing words and writing sentences</p>	<p>In this lesson we will be looking at the -c sound before a, i and y, for example dice. We will go through the powerpoint and recap the words.</p> <div style="border: 2px solid green; padding: 5px; text-align: center;"> </div> <p>Then, children will create their own flashcards and</p>

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		<p>They will then complete their worksheet.</p>		<p>with ed.</p> <p>1. Add 'ed' to each of the words below to change them into the past tense.</p> <p>play _____ walk _____ jump _____ talk _____ pour _____ listen _____ look _____ sprint _____ show _____</p> <p>2. Now write a sentence using each word. E.g. I talked to Polly the parrot.</p> <p>play: _____ talk: _____ look: _____</p> <p>Can you draw lines to match each verb with its -ed partner?</p> <table border="1"> <tr><td>hop</td><td>turned</td></tr> <tr><td>crash</td><td>hopped</td></tr> <tr><td>reuse</td><td>wanted</td></tr> <tr><td>want</td><td>stopped</td></tr> <tr><td>carry</td><td>carried</td></tr> <tr><td>stop</td><td>crushed</td></tr> <tr><td>turn</td><td>reused</td></tr> </table>	hop	turned	crash	hopped	reuse	wanted	want	stopped	carry	carried	stop	crushed	turn	reused	<p>write silly sentences.</p>
hop	turned																		
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want	stopped																		
carry	carried																		
stop	crushed																		
turn	reused																		

<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>Nativity</u></p>	<p><u>LI: We are learning to explore adding money.</u></p>	<p><u>Nativity</u></p>	<p><u>LI: We are learning to calculate change from different amounts</u></p>	<p><u>LI: We are learning to solve problems involving money.</u></p>

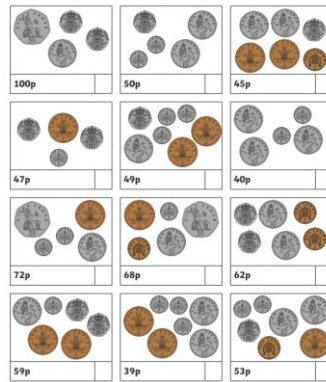


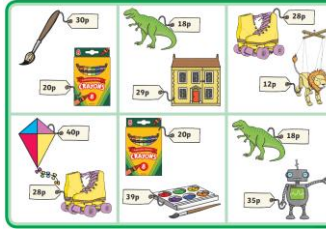
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<p>Key vocabulary and key questions</p>		<p>Key Vocabulary total difference pound pence How much? altogether</p> <p>Key Questions What does “total” mean? What does “difference” mean? How many pounds/pence are there altogether? How many more pounds/pence are there?</p>		<p>Key Vocabulary counting forwards/backwards giving change coins notes</p> <p>Key Question How many pence are there in one pound? How else can you make £1? How much money does _____ have? How much money does _____ spend? How much change will _____ get?</p>	<p>Key Vocabulary Total Money Change Altogether Pound Pence</p> <p>Key Questions What calculation will you use? What is the total? How many pounds and pence?</p>									
<p>Activities</p>		<p>Children will look at adding amounts of money to make totals - they will create a simple shop to purchase items and add up the total.</p> <p>They will make the amounts using coins and notes and place these in a part-whole model to help them calculate.</p> <p>Children will be encouraged to use mathematical vocabulary as much as possible.</p>		<p>Children will build on their learning from last week to give change from £1 - 100p .</p> <p>They will use the 100 square and number lines to calculate the difference.</p>  	<p>Children will use this week's learning to solve problems involving money. Such as</p> <table border="1" data-bbox="1785 959 2154 1118"> <thead> <tr> <th>You Buy</th> <th>How much change from £1</th> <th>Draw the Change</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	You Buy	How much change from £1	Draw the Change						
You Buy	How much change from £1	Draw the Change												
														
														

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				<p>How Much Money Is in My Jar?</p> 
				

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Music - Sing Up

This week, children will be performing their Christmas Concert.



RE - Horizons

LI: We are learning to explain the concept of Dharma in Hinduism.

In this lesson, children will learn the meaning of Dharma and why it is important to Hindus.



PE - Getset4PE

LI: We are learning to use teamwork skills to work as a group to solve problems.

In this lesson children will develop the skills to -

- Social:** To use kind words to support and encourage others.
- Emotional:** To keep trying when completing a challenge.
- Thinking:** To focus on my team's plan and how we are going to solve the challenges.

Elephant walk:

Q: What team skills have you learnt and used so far in this unit? Communicating by listening, sharing and showing. Give and follow instructions. Be inclusive of others. To use a plan and reflect on how to be better.

Tell pupils they will need to use these skills to be successful in the challenges today.

- In groups of four. Each pupil places their left hand between their legs for the person behind to hold with their right hand. Can the group walk along without breaking hands?
- Place cones at one end of the teaching area. Groups must 'elephant walk' to collect a cone and bring it back to their start line. Which team can collect the most cones? If a team breaks hands, then a cone is taken away from their group. Give pupils time to discuss the challenge before starting.



Move in time. Tell your teammates if they are going too fast or too slow. Make this easier by placing the cones closer to the start line.

Target Games Lesson 5

LI: We are learning to apply the appropriate skills to target games. Over 2 weeks

In this lesson children will develop the skills to -

- Social:** To show kindness towards others.
- Emotional:** To show honesty when playing games.
- Thinking:** To consider how much power to use for each activity.

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Game 1: croquet:

Equipment: 4 tennis balls and 8 cones.

One at a time, pupils roll their ball through the first gate, attempting to make it to the final gate in the fewest number of turns.

- On their turn, pupils roll their ball from the spot where it had previously stopped.
- If a pupil's ball has been knocked by another ball, the pupils roll the ball from the new location.
- Each pupil continues to take turns until they have completed the course.

Teacher note: pupils can choose how far apart their gates are from one another and how wide each gate is.

Think about how much power you want to put on the ball so that it doesn't roll too far for the next gate. Finish with your hand pointing towards your target as you release.

Make this harder by having narrower gates or using the non-dominant hand. Make this easier by using a bearbag.



Art - Kapow

PSHE - Jigsaw

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LI: We are learning to create a collage using different materials.

In this lesson, children will use their materials they created the week before to begin creating their collage.

Today, we are going to create our own collage using the different materials we created last week.



It is your choice how you arrange the materials. Your collage will make up one big picture.

You should start by sketching or choosing an outline before you start your collage. This will make it easier to follow a design.

Think about:

- What shape do you need?
- What colour do you need?
- What texture matches what you are making?
- Will you cut or tear the paper?
- Could you turn the paper shape around?
- Could you overlap it?



LI: We are learning to understand that it is OK to be different from other people and to be friends with them.

In this lesson, children will explore diversity which will enable children to build on the earlier work on stereotypes, and develop their understanding that it is okay for girls and boys to like things that are sometimes stereotypically classed as for one gender or the other. The teaching and learning is about accepting all diversity within girls and within boys.

My Jigsaw Journey

I understand that it is OK to be different from other people and to be friends with them



understand we shouldn't judge people if they are different.



I know how it feels to be a friend and have a friend

Keywords:

- Male
- Female
- Difference
- Diversity
- Fairness
- Kindness
- Belong

LI: We are learning to understand that it is OK to be different from other people and to be friends with them.

I am feeling sad!

Jigsaw Jo, is feeling a bit down because they are different from everyone else in the class.

Can you think of kind things you could say to Jigsaw Jo to help them feel they belong, even though they are different?



Children will engage in speaking & listening activities to share thoughts around the key question - Does it make a difference to anyone else in the class if B is a boy or a girl? Through questioning children will understand that B's gender is irrelevant, the story is about how we treat each other fairly and kindly regardless of who they are.

<p>LI: We are learning to understand that it is OK to be different from other people and to be friends with them.</p> <p>Skills: Speaking, Listening, Reading, Writing, Thinking, Problem Solving, Creativity, Collaboration, Self-Management, Self-Reflection, Self-Improvement, Self-Regulation, Self-Motivation, Self-Direction, Self-Initiation, Self-Organization, Self-Management, Self-Reflection, Self-Improvement, Self-Regulation, Self-Motivation, Self-Direction, Self-Initiation, Self-Organization.</p>	<p>1 2 3 4 5 6 7 8 9 10</p>
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Keywords:

- Male
- Female
- Difference
- Diversity
- Fairness
- Kindness
- Belong

Reflection - colour in the part that best reflects your understanding today.

Understanding - colour in the part that best reflects your understanding today.

Understanding - colour in the part that best reflects your understanding today.

Science - Cornerstones

LI: We are learning to describe the importance of personal hygiene.

In this lesson, children will learn about why hygiene is important and how to keep clean.

Good bodily hygiene means:



Lesson 2
LI: We are learning to investigate why we need to use soap to keep clean.

In this lesson, children will investigate why we need to use soap to keep clean and how soap can remove dirt from hands. They will make predictions and perform simple tasks using oil and soap.

Science - Cornerstones

LI: We are learning to follow instructions to test a prediction.

In this lesson, children will use their understanding of hygiene to conduct an investigation on how to stop germs from spreading. They will predict and carry out simple tests to prove their things right/wrong.

LI: We are learning to follow instructions to test a prediction.

Who do you agree with?

Computing – Barefoot and Teach Computing

LI: We are learning to investigate how to use tools to change an image.

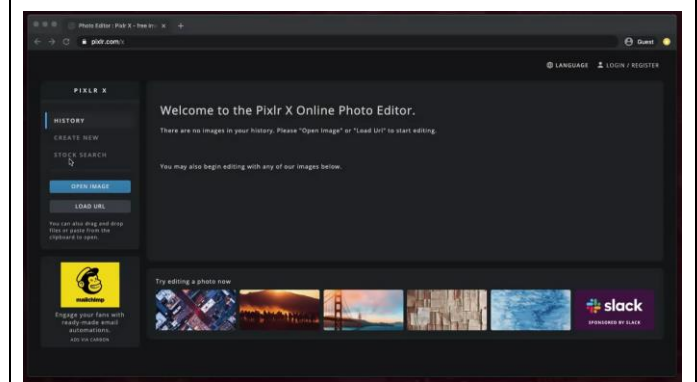
In this lesson, children will explore the different ways that photographs can be edited using tools. They will edit photos using ipads and the use of light.

I can recognise that images can be changed
I can use a tool to achieve a desired effect
I can explain my choices

Changing colours





Today we will change some photographs by adjusting their colours.

How have the colours been changed in images A, B, and C?



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<p><u>L1: We are learning to investigate why we need to use soap to keep clean.</u></p> <p style="background-color: yellow; text-align: center;">Who do you agree with?</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>I think cold water will clean your hands.</p> </div> <div style="text-align: center;">  <p>I think you need to use cold water and soap.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Sky thinks you should use just a bone to keep your hands clean - whoof!</p> </div> <div style="text-align: center;">  <p>I think you are all wrong, you need water and soap.</p> </div> </div>	<p>WC: Monday 16th December 2024</p> <p><u>L1: We are learning to follow instructions to test a prediction.</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Independent</td> <td style="width: 33%; text-align: center;">Class Teacher</td> <td style="width: 33%; text-align: center;">Teaching Assistant</td> <td style="width: 33%; text-align: center;">HLTA/Supply</td> </tr> </table> <p>Prediction:</p> <p>What do think will happen? How do you think the germs will spread?</p> <p>I predict</p> <hr/> <hr/> <hr/> <hr/> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 10px auto; text-align: center; font-size: 8px;"> Image of children completing experiment </div>	Independent	Class Teacher	Teaching Assistant	HLTA/Supply	<p>Why did the glitter spread to these places?</p> <hr/> <hr/> <hr/> <hr/> <p>Before washing your hands, where on your body and clothes did you find glitter?</p> <hr/> <hr/> <hr/> <hr/> <p>Imagine the glitter was a germ that causes illness. How many of your group would have got ill?</p> <hr/> <hr/> <hr/> <hr/> <p>How well did you wash your hands after the investigation? Tick one</p> <p>very well <input type="checkbox"/> quite well <input type="checkbox"/> not very well <input type="checkbox"/></p> <p>How do you know?</p> <hr/> <hr/> <hr/> <hr/> <p>How should you wash your hands to make sure all the glitter is removed?</p> <hr/> <hr/> <hr/> <hr/>
Independent	Class Teacher	Teaching Assistant	HLTA/Supply			

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.

Spellings

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

Doodle Maths – Log on to your account at least three times this week.



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. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no necklaces or big bows to be worn.

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



Remember to write your spelling sentences in your purple reading task book.



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?

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.