

# Weekly Overview of Learning

**Year Group: 2 Week beginning: 3.6.24**

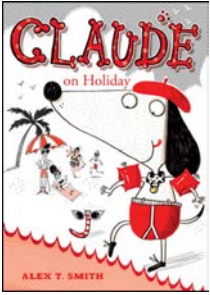
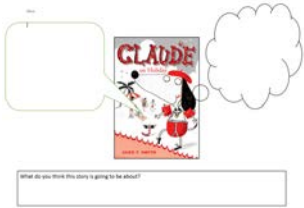


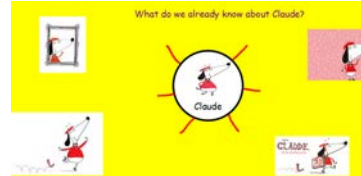



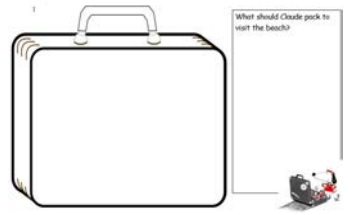

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<b>English Reading and Writing</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Speaking and Listening Focus</b>	<p><u>LI: We are learning to predict what the story will be about based on the front cover.</u></p>	<p><u>LI: We are learning to make deductions based on images.</u></p>	<p><u>LI: We are learning to describe a character using noun phrases.</u></p>	<p><u>LI: We are learning to describe a character using noun phrases.</u></p>	<p><u>LI: We are learning to create a list.</u></p>
<b>Key vocabulary and Key Bloom's higher order thinking questions</b>	<p><b>Key Vocabulary</b> Illustrator Author Title Predict Prediction Blurb</p> <p><b>Key Questions</b> -Can you spot the key features of the front cover? -What is a blurb? -What does the title of the book tell you?</p>	<p><b>Key Vocabulary</b> Deduction Inference Question mark ? Capital letter Full stop</p> <p><b>Key Questions</b> -Can you point out key features in this image? -Can you answer the question in a full sentence?</p>	<p><b>Key Vocabulary</b> Expanded noun phrase Personality Bobbly Adjectives Retrieval Mischievous Adventurous</p> <p><b>Key Questions</b> -What is a personality? -Can you describe Claude's personality? -How do you know? What words in the text tell you this?</p>	<p><b>Key Vocabulary</b> Expanded noun phrase Adjectives Appearance Bobbly Red Suitcase Beret Socks</p> <p><b>Key Questions</b> -What is appearance? -What are the features of an appearance?</p>	<p><b>Key Vocabulary</b> Bullet point List Suitcase Lampshade Sandwich</p> <p><b>Key Questions</b> -What does Claude pack? -What does he need for his trip? -What does a list look like? -When would we need to use a list?</p>

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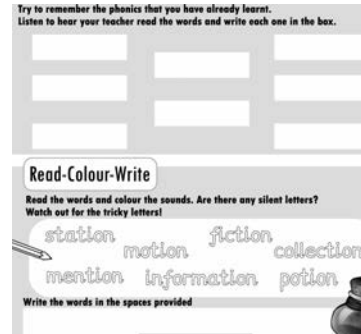
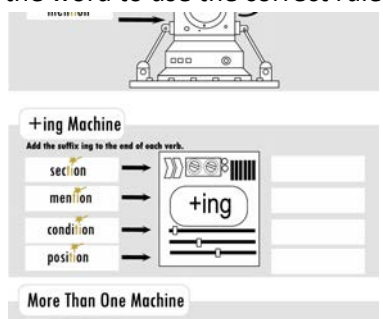
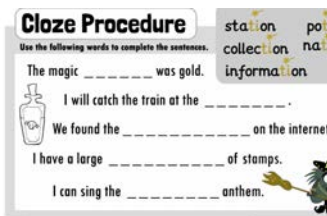

<p><b>Activities</b></p>	 <p>The children will begin by looking at the front cover. They will discuss features of the front cover for example; the title, the author, the setting, the illustrator and the characters.</p>  <p>The children will then read the blurb on the back of the book and discuss what clues this gives us about the story.</p>	<p>The children will begin by reading the story. We will stop at different parts of the story to discuss what is happening in the story, answer inference questions and predict the next part.</p>  <p>The children will then look at the images from the story and make deductions on the choices, for example 'Why is Claude wearing a beret?'</p> 	<p>The children will begin by recapping what happened in the story.</p>  <p>They will then discuss what a personality is and what words in the story tell us about Claude's personality. We will then collect adjectives, expanded noun phrases and verbs to describe his personality. The children will then use what they have collected to write sentences describing Claude's personality.</p> 	 <p>The children will begin by recapping what happened in the story.</p> <p>They will then discuss what a 'appearance' means and what words in the story tell us about what Claude looks like. We will then collect adjectives, expanded noun phrases and verbs to describe his appearance.</p>  <p>The children will then use what they have collected to write sentences describing Claude's looks.</p>	 <p>The children will begin by thinking about what a list is by looking at different types of lists.</p> <p>They will discuss what lists are used for.</p> <p>The children will then imagine that they are going on a trip and think about what they might need to take.</p>  <p>The children will then apply this thinking to the story and their prior knowledge about beaches. What would he need to pack for the beach?</p> <p>The children will then make a</p>
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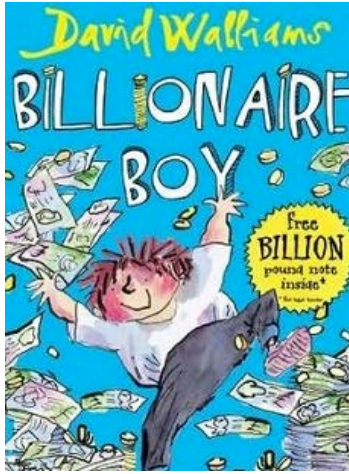
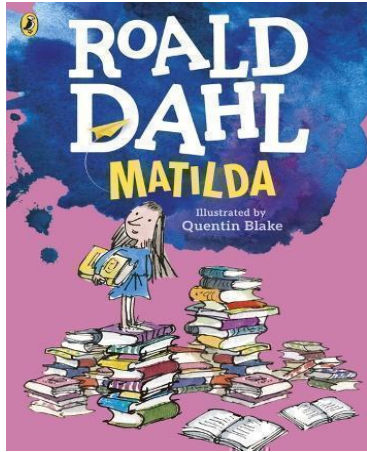
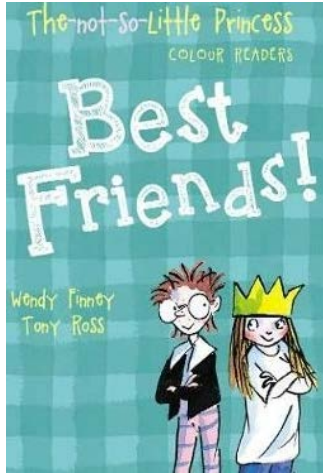
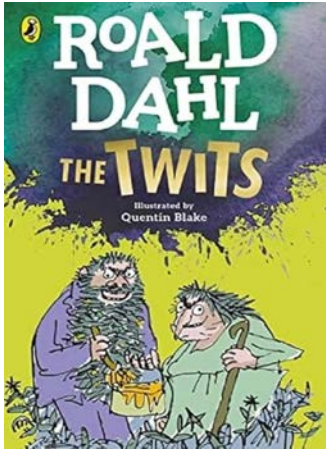
The children will then write their predictions in full sentences.				list for Claude.
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Phonics</b></p> 	<p><b>Review</b>  <b>Monster Sounds Roar</b>                      Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one.</p> <p><b>Teach</b>                      Repeat with the plain-text flashcards.</p> 	<p><b>Review</b>  <b>ti (sh) and suffixes</b>                      Read the <b>ti (sh)</b> words in the PowerPoint.</p> <p><b>Teach</b>                      Remember to focus on the end of the word to use the correct rule.</p> 	<p><b>Review</b>                      Review how to add suffixes <b>s, ing</b> and <b>ed</b> on the whiteboard.</p> <p><b>Teach</b>                      Children complete the <b>ti</b> crossword.</p> 	<p><b>Review</b>  <b>Ideas Generation</b>                      Think of all of the places, names and locations that use the <b>ti (sh)</b> grapheme.</p> <p><b>Teach</b>                      Imagine, for example: Tourist Information, Potion Shop, National TV Station.</p> 	<p><b>Review</b>  <b>HFWs</b>                      Display the First 100 and the Next 200 HFW Flashcards Posters.</p> <p><b>Teach</b>                      Speed read in sound groups sections of the First 100 and Next 200 HFW flashcards.</p> <p>Review the Quick Mix</p> <p>Are there any gaps in the learning? Focus on the link between the letters and the sounds.</p>

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<p><b>Class Text</b> – Reading Aloud 10-15 mins each day</p>	<p><b>Aspen Class –</b> <b>Billionaire Boy</b> Author - David Walliams</p> 	<p><b>Chestnut Class</b> <b>Matilda</b> Author - Roald Dahl</p> 	<p><b>Pine Class</b> <b>Best Friends</b> Author - Wendy Finney</p> 	<p><b>Sycamore</b> <b>The Twits</b> Author - Roald Dahl</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning how to record information using tally marks and charts.</u></p>	<p><u>LI: We are learning to use a block diagram to represent data.</u></p>	<p><u>LI: We are learning to solve problems using multiplication</u></p>	<p><u>LI: We are learning to interpret pictograms.</u></p>	<p><u>LI: We are learning to use pictograms to record data.</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><u>Key questions</u> -What is a tally chart? -How do you show 1, 2, 3, 4 in a tally?</p>	<p><u>Key questions</u> -How is a block diagram similar to a tally chart/table? How is it different?</p>	<p><u>Key questions</u> What information do we need? What operation do we use? Why?</p>	<p><u>Key questions</u> -What is a pictogram? -What do you know? What can you find out?</p>	<p><u>Key questions</u> -What does each symbol represent?</p>

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	<p>-What happens when you show 5? -How do you show 15? -How do you show 17? -What number does the tally show? How do you know? - How do you show zero as a tally?</p> <p><b><u>Key Vocabulary</u></b> -Tally -Chart -Tally chart - 5 -Sticks - Total</p>	<p>-What does each block represent? -What information can you find out from the block diagram? -How do you know which item is the most popular?</p> <p><b><u>Key Vocabulary</u></b> -Tally -Chart -Tally chart -Block -Unit -Total -Block chart -Represent</p>	<p>How do we know? What is the total? How many left?</p> <p><b><u>Key Vocabulary</u></b> Total More less Altogether Operation Share Divide Groups Multiply</p>	<p>-Which category was the most/least popular? -What is a key? Why is it important?</p> <p><b><u>Key Vocabulary</u></b> -Tally -Chart -Tally chart -Block -Unit -Total -Block chart -Represent -Pictogram -Multimodal</p>	<p>-How many symbols do you need to draw in the row/column for? - How can you tell which is the most popular without counting? -What is a key? Why is it important? -What would/would not be a sensible symbol to use? Why?</p> <p><b><u>Key Vocabulary</u></b> -Tally -Chart -Tally chart -Block -Unit -Total -Block chart -Represent -Pictogram -Multimodal</p>
<b>Activities</b>	In this lesson, children will be introduced to statistics and different representations of data for the first time	Today, children explore block diagrams that use one-to-one correspondence, where each block represents one item.	Read through the maths problems as a class – what information do we need? What operation do we use? Why? How do we know?	Today, children will be introduced to pictograms. These can be represented as vertical and horizontal pictograms.	In this lesson, children will now be drawing their own pictograms. The first pictograms the children will draw use



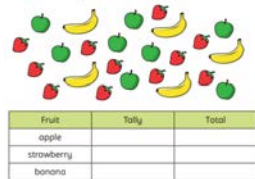
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Children will begin by using tally charts to systematically record data. It is important that children understand how different numbers are represented and when to use a "gate" to represent a group of 5.

Complete the tally chart for the fruit.



Children will then independently look at tally charts and determine what data they represent.

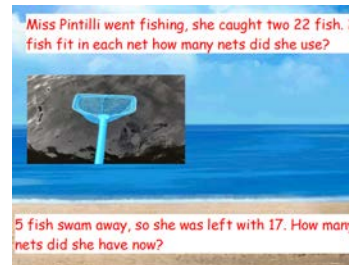
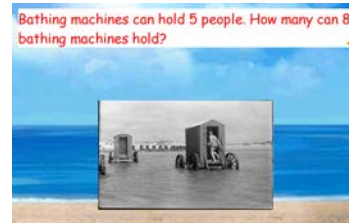
Children will then collect their own data by interviewing their peers in the class and record this data using a tally chart.

They will develop this idea when looking at bar charts with scales in later years.

Children identify simple information from a block diagram, for example using the heights/lengths of the bars to identify the most/least popular items.



Children will use their tally information from the prior lesson to create their own block diagram on J2Data online.



Children will be aware of the key features of a pictogram and how to interpret a key from the previous step. Each symbol in the pictogram still represents one item. Children start by identifying totals for different categories before comparing totals. As the numbers used are often small, this offers a good opportunity to revisit number bonds and mental methods of calculation. Children should be encouraged to look for multiple ways to make comparisons that can sometimes be done just by looking, counting the difference and also subtraction.

one-to-one correspondence, where each symbol represents one item.

Children will use physical objects to create 3-D pictograms before drawing them. Ensure that they encounter both horizontal and vertical pictograms.

Keys are introduced to aid understanding and to avoid potential misconceptions later in the block when one symbol can represent 2, 5 or 10.

Children can then draw their pictogram into their books once they have created it physically.

Use the key to complete the pictogram. Key: 1 ice cream

Flavour	Total
vanilla	8
chocolate	12
mint	7
strawberry	3


vanilla	chocolate	mint	strawberry

Challenge: If they children have time, they can create

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			<p>The pictogram shows the favourite fruit of children in Year 2</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>apple</td> <td>●●●●●</td> <td rowspan="4" style="vertical-align: middle;"> <b>Key</b> ● = 1 child             </td> </tr> <tr> <td>banana</td> <td>●●●●●●●</td> </tr> <tr> <td>pear</td> <td></td> </tr> <tr> <td>strawberry</td> <td>●●●●</td> </tr> </table> <p>What do you know? What can you find out?</p> <p>The pictogram shows the number of children in each class who ride a bicycle to school.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Class</th> <th style="background-color: #ffff00;">Number of children</th> <th style="background-color: #ffff00;">Key</th> </tr> </thead> <tbody> <tr> <td>Class 1</td> <td>🚲🚲🚲🚲🚲</td> <td rowspan="5" style="vertical-align: middle;">🚲 = 1 child</td> </tr> <tr> <td>Class 2</td> <td>🚲🚲</td> </tr> <tr> <td>Class 3</td> <td>🚲🚲🚲🚲🚲</td> </tr> <tr> <td>Class 4</td> <td>🚲🚲</td> </tr> <tr> <td>Class 5</td> <td>🚲🚲🚲</td> </tr> </tbody> </table> <p>Complete the sentences.</p> <ul style="list-style-type: none"> <li>» In Class 1, _____ children cycle to school.</li> <li>» In Class 2, _____ children cycle to school.</li> <li>» In Class 4, _____ child cycles to school.</li> <li>» In total, _____ children cycle to school.</li> </ul> <p>They could think about the “story” the data tells them and infer information that is not directly shown.</p>	apple	●●●●●	<b>Key</b> ● = 1 child	banana	●●●●●●●	pear		strawberry	●●●●	Class	Number of children	Key	Class 1	🚲🚲🚲🚲🚲	🚲 = 1 child	Class 2	🚲🚲	Class 3	🚲🚲🚲🚲🚲	Class 4	🚲🚲	Class 5	🚲🚲🚲	<p>this chart using J2Data too.</p> 
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## Charlie Chaplin - Lesson 3

### LI: We are learning about soft and loud dynamics.

Children will:

Learn about soft and loud dynamics.


Discover which instruments can play dynamics (all of them!)

Add dynamics to a soundtrack thus combining pitch, duration, and volume.



## LI: We are learning to recall what we know about Sikhism

What do you already know about Sikhism?

Sikhism 

What question would you like to ask about a historical significant person?

I think that... I think... I believe... Who/ What/ Where/ When/ why/ How

What do we know? What do we want to find out?  
Can anyone recall any similar facts to previous religions we have learnt about?

## Athletics – lesson 1

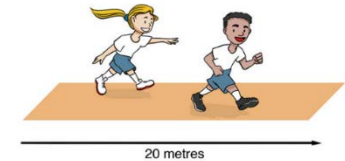
### LI: We are learning to develop the sprinting action.

Children will:

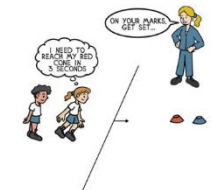
- Balance when running by alternating arms and legs.
- Run on the balls of your feet.
- Take big strides when running fast.

Catch me if you can:

Using the start cone from the previous activity, move the end cone up to 20m in front. In pairs, pupils stand one behind the other. Pupil A takes one step forward (around 0.5m). On the teacher's instruction 'go', pupil A tries to reach their end cone before pupil B tags them.



In pairs, both pupils begin behind a start line and number themselves A and B. Pupil A runs for 3 seconds, the teacher will say when to start and stop. Pupil B places a cone measuring where pupil A travelled to. Repeat the game, challenging the pupils to run past their cone. Make this harder by decreasing the time given to reach their cone.





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## Art – Kapow

### LI: We are learning to explore landscapes and respond to what we see.

In this lesson, children will discover the magic of landscapes and how they have been created through history. Children will look at a range of landscapes, identifying similarities and differences, and the mood created by each one.



Drawing inspiration from Mr Doodle, children doodle their favourite things onto a landscape using the Doodle Template.



In the next part children will visit the Using the 3D Mark Making Prompts, where children will explore and respond to a range of sculptures in the sculpture park.

## PSHE - Jigsaw

### Relationships - Lesson 5

#### LI: We are learning to understand how it feels to trust someone.

In this lesson, children will explore and discuss the people they can trust around them. They will explore their circle of trust and what this means. They will discuss key questions in their groups -

- Who are the people around us we can trust?
- Who are the people you would not trust?
- How do you know if you can trust people?
- Does everyone have the same ideas about who to trust?
- How do I feel about trusting and being trusted?

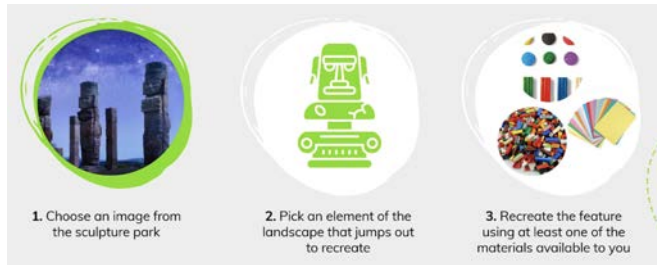
They will sort pictures into create their circle of trust and explain the reasons why. They will discuss who they would not include and the reasons why.


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In groups, children choose one of the landscapes and pick out the features that 'jump out'. They will recreate the feature using at least one of the available materials.



Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Teach Computing
<p><b><u>LI: We are learning to ask and answer questions about materials.</u></b>  <b><u>LI: We are learning to plan an investigation and make observations.</u></b></p> <p>Within this lesson children will recall what they know about materials and their properties using their knowledge organiser.</p>	<p><b><u>LI – We are learning to identify the causes and effects of erosion</u></b></p> <p>In this lesson, we are recalling what we know about coastlines and the effects of erosion.</p> <p>We will begin by looking at our knowledge organisers and retrieving knowledge through a quiz format.</p> 	<p><b><u>LI: We are learning to explain that a sequence of commands has a start</u></b></p> <p>During this lesson, learners will recap what they know already about the ScratchJr app. They will begin to identify the start of sequences in real-world scenarios, and learn that sequences need to be started in ScratchJr. Learners will create programs and run them in full-screen mode using the Green flag.</p>

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<p><b>Recall - what do we already know about the properties of materials?</b></p> <p><b>Drink bottle</b> Plastic bottles are used for drinking water. They are made from plastic. Plastic is strong and does not break easily.</p> <p><b>Newspaper</b> Newspaper is used for news. The paper is thin and bendy because it is often rolled or folded. Newspaper is printed so that writing and pictures can be printed on both sides.</p> <p><b>Paper towel</b> Paper towel is used for wiping and drying because it is soft, bendy and absorbent.</p> <p><b>Fabric</b> Fabric is absorbent. It is strong and durable. It can hold its shape and it is bendy.</p>	<p>Children will work in teams of 2 to answer the quiz questions.</p> <p>We will then look deeper at what erosion is and what causes erosion and go through some information slides as a class. The children will take part in an experiment. I will demonstrate erosion to the children in an experiment.</p> <p><b>3. What is a human feature?</b></p> <p><b>Coastline</b> The United Kingdom has a long coastline. The coastline is the line between the land and the sea. There are many different types of coastline. Some are rocky and some are sandy. Some are flat and some are hilly. Some are near big cities and some are near small villages.</p> <p><b>Coastal features</b> There are many different types of coastal features. Some are natural and some are man-made. Some are on the beach and some are on the cliff. Some are on the sea and some are on the land.</p> <p><b>Erosion</b> Erosion is when the land is worn away. It can happen in many different ways. It can happen because of the wind, the water, or the ice. It can happen on the land or on the sea. It can happen on the beach or on the cliff. It can happen on the sea bed or on the seabed.</p> <p><b>Dangers at the coast</b> There are many dangers at the coast. Some are natural and some are man-made. Some are on the beach and some are on the cliff. Some are on the sea and some are on the land. Some are on the sea bed and some are on the seabed.</p>	<p><b>Sequences in ScratchJr</b></p> <p>Just like activities in the real world, programs run in a sequence. You read programs in ScratchJr from left to right. This is the sequence of commands. When you run the code, it runs in the order shown.</p>
<p><b>What properties does a mop need to be effective?</b></p> <p><b>Mr Roach thinks:</b> My mop needs to be made from fabric because it is soft and strong so it will soak up water.</p> <p><b>Miss Strange thinks:</b> I think plastic will be better because it is strong and it is durable.</p> <p><b>Mrs. Sherriff thinks:</b> I think the mop needs to be made from newspaper because it is absorbent so it will soak up the water the fastest.</p> <p><b>Skya thinks:</b> she can be used to lick up all the spillages at the SUPER FEET.</p> <p><b>Who do you agree with and why?</b></p> <p>Can you think of other materials?</p>	<p>1. At one end of the box, build sandcastles in a row to make a cliff. Place construction blocks on top to represent buildings. Fill the box with a layer of water and create waves, directed at the sandcastle bases, using the piece of wood.</p> <p>Children should observe that waves erode the cliff, making the buildings at risk of falling</p>	
<p>They will plan and conduct their own investigations in their groups and make observations to record on their recording sheet.</p>	<p>2. Build the cliff in the same way as before, but this time place large pebbles along the bottom of the cliff to form a sea defence. Add water, then make waves to hit the bottom of the sea defence and cliff.</p> <p>Children should observe that the sea defence protects the cliff and reduces erosion.</p> <p>Children will then record these observations.</p>	

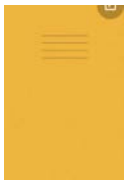
# Weekly Overview of Learning

**Year Group: 2 Week beginning: 3.6.24**

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.

<table border="1"> <thead> <tr> <th>Material</th> <th>Is it absorbent? Yes/No</th> </tr> </thead> <tbody> <tr> <td> cotton wool</td> <td></td> </tr> <tr> <td> fabric</td> <td></td> </tr> <tr> <td> newspaper</td> <td></td> </tr> </tbody> </table>	Material	Is it absorbent? Yes/No	 cotton wool		 fabric		 newspaper		<p>While they are doing this, group by group, they will be able to have a go at the experiment independently.</p>	
Material	Is it absorbent? Yes/No									
 cotton wool										
 fabric										
 newspaper										

## 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.

#### Spellings

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

### Maths



Doodle Maths

Topic/Other foundation subjects including writing  
**REMINDERS – trips/events/items to bring in**

**Please bring in an empty shoebox for your art project next week.**

# Weekly Overview of Learning

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Try and login to **Bug Club** and **Reading Eggs**.



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?



Monster  
Phonics

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:

