

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24


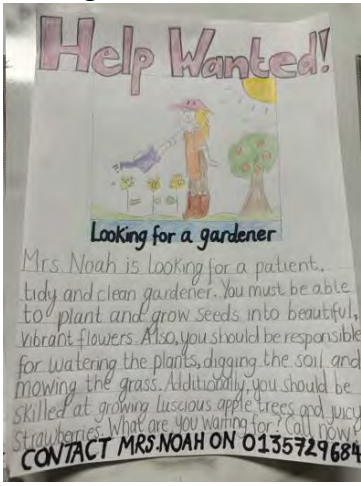
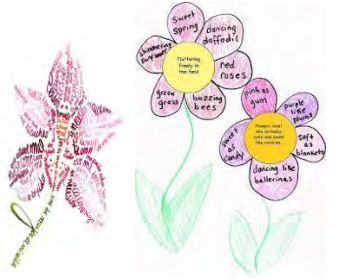
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	Sharing our thoughts on what skills are needed to be a gardener.	Sharing our thoughts on what skills are needed to be a gardener.	Brainstorming our adjectives and phrases to describe a flower.	Reading aloud our poems to our partner	Sharing our calligram poems with the class.
Key vocabulary and Key Bloom's higher order thinking questions	Key Vocabulary skills gardener equipment talent plants Key Questions Who should Mrs Noah hire to help keep the garden tidy? What is a gardener? What skills do they need? How do we grow plants?	Key Vocabulary skills wanted poster contact information adjectives modal verbs gardener equipment talent plants Key Questions What is a wanted poster? What are the features of a wanted poster?	Key Vocabulary calligram poem shape poem plan picture poem flower see, feel, taste, smell, hear Key Questions What do you know about poems? What is a calligram poem? Do they need to rhyme?	Key Vocabulary calligram poem shape poem plan picture poem flower see, feel, taste, smell, hear similes and metaphors Key Questions What do you know about poems? What is a calligram poem? Do they need to rhyme?	Key Vocabulary calligram poem flower picture petals stem colour Key Questions How will we draw our flowers? Will you write your poem in the flower or around? Are your spellings correct?

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24



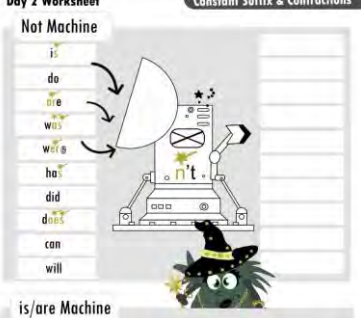
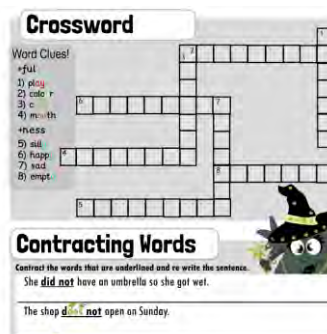

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

	What equipment will they need?	What makes this poster excellent? Why must we include contact information?	How can we describe a flower using the 5 senses?	How can we describe a flower using the 5 senses? How can we use our plan to draft a flower poem?	Does the layout make sense? What colour is your flower?																								
<p>Activities</p>	<p>Today children will brainstorm what skills are needed to be an excellent gardener and why these traits are important. They will also discuss what equipment they may need.</p> 	<p>Following on from yesterday's lesson, children will begin to create their own help wanted poster for a gardener. They will add a title, picture and use adjectives and modal verbs to advertise what they are looking for.</p> 	<p>In today's lesson children will be introduced to what a calligram poem/shape poem is. They will learn how it is a poem arranged to represent an object. We will begin planning our calligram poem based on a flower. Children will use the 5 senses to brainstorm adjectives and phrases to describe a flower.</p> <table border="1" data-bbox="1048 1045 1400 1252"> <thead> <tr> <th>object</th> <th>See</th> <th>Feel</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <th>Smell</th> <th>taste</th> <th>Hear</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	object	See	Feel				Smell	taste	Hear				<p>Using our plan from yesterday, children will begin to draft their rough version of a poem, based on a flower.</p> <table border="1" data-bbox="1433 774 1785 981"> <thead> <tr> <th>object</th> <th>See</th> <th>Feel</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <th>Smell</th> <th>taste</th> <th>Hear</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <div data-bbox="1429 981 1785 1181"> <p>Strawberry Little red body with a green hat and a jacket made of seeds Squish! Sweet, sticky juice bursts out like a fruity volcano</p> <ul style="list-style-type: none"> • use a mix of literal and nonliteral descriptions • similes and metaphors </div>	object	See	Feel				Smell	taste	Hear				<p>For this lesson, children will carefully draw their flowers. Then, they will begin to write their poem in or around the flower, including the stem. After checking their work, children will colour in their work to create a beautiful flower calligram poem!</p> 
object	See	Feel																											
Smell	taste	Hear																											
object	See	Feel																											
Smell	taste	Hear																											

Weekly Overview of Learning

Year Group: **2** Week beginning: **1.7.24**

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.

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Review the rule for adding consonant suffixes Review the PowerPoint to recap the rule. No change to the end of the root word! Except for y to an i – happy changes to happily, happiness etc.</p> 	<p>Review the patterns for contracting not, is, has Recap the PowerPoint to remind the children of how to form contractions for not and is/are.</p> <p>Review how to form these contractions on the whiteboard. Focus on the pattern for each particular contraction. Children add suffixes in pairs using small whiteboards.</p> 	<p>Word Search – Consonant Suffixes Add the suffix to each root word. Find the word in the word search</p> 	<p>Ideas Generation Form ly adverbs to describe how each monster:</p> <ul style="list-style-type: none"> - eats - walks/runs/moves - plays - sleeps <p>Not look at what the monster:</p> <ul style="list-style-type: none"> - doesn't like to do - hasn't got - isn't happy with 	<p>Ask the class to design and create interactive displays for the 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> <p>U-Hoo – beautiful</p> <p>Cool Blue – move prove improve who</p> <p>Brown Owl – our</p>

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

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.

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class – Butterfly lion</p> 	<p>Chestnut Class Matilda Author - Roald Dahl</p> 	<p>Pine Class Best Friends Author - Wendy Finney</p> 	<p>Sycamore The Twits Author - Roald Dahl</p> 
--	--	--	---	--

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to describe and present patterns with turns.</u></p>	<p><u>LI: We are learning to use column method to add two numbers.</u></p>	<p><u>TTRS</u> <u>LI: We are learning to recall our 2,5,10 times tables and division facts.</u></p>	<p><u>LI: We are learning to recognise the subtraction structure of 'difference' and answer questions in the form, 'how many more...?'</u></p>	<p><u>LI: We are learning to apply column method to addition questions.</u></p>
<p>Key vocabulary and</p>	<p>Key Vocabulary -Quarter turn -Half turn</p>	<p>Key Vocabulary -Column method -Addition</p>	<p>Key Vocabulary -5-times table -10-times table</p>	<p>Key Vocabulary -Difference -Between</p>	<p>Key Vocabulary -Column method -Addition</p>

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

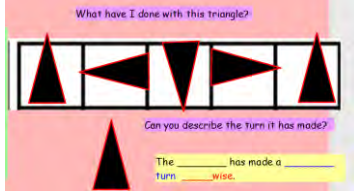
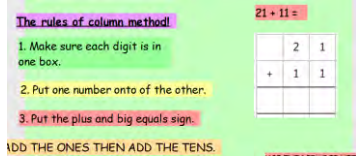
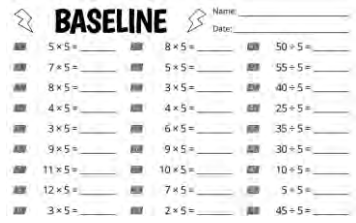
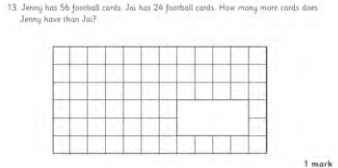
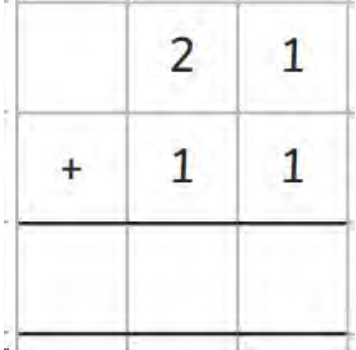
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

<p>key questions</p>	<ul style="list-style-type: none"> -Three quarter turn -Full turn -Clockwise -Anti-clockwise -Pattern -Repeat <p>Key Questions</p> <ul style="list-style-type: none"> -What goes next in the pattern? -What turn has this shape done? 	<ul style="list-style-type: none"> -Digit -Layout -Place value <p>Key Questions</p> <ul style="list-style-type: none"> -How do we layout column method? -Which digit do we add first? -Why is this method quicker for us? 	<ul style="list-style-type: none"> -Inverse -Multiplication -Division <p>Key Questions</p> <ul style="list-style-type: none"> -What times table do we need to use? -If we know the times tables, do we know the division? -What is the question asking us? -How can we work this out? 	<ul style="list-style-type: none"> -Subtraction -Addition -Number line <p>Key Questions</p> <ul style="list-style-type: none"> -What is the difference between these two numbers? -How can we work it out? -How can we use less jumps in a number line? 	<ul style="list-style-type: none"> -Digit -Layout -Place value -Solve -Problem <p>Key Questions</p> <ul style="list-style-type: none"> -How do we layout column method? -Which digit do we add first? -Why is this method quicker for us? -Which addition method do you find easiest?
<p>Activities</p>	<p>Today, children should be able to identify what the next shapes in the pattern are and what direction they face.</p> <p>We will be using the language of quarter, half, three-quarter turns as well as clockwise and anticlockwise.</p>	<p>In this lesson, we will be revisiting column method for addition.</p> <p>We will begin by recapping how to use column method, the layout and which digit to add first.</p> <p>We will then complete questions together.</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>Today, we will be addressing misconceptions found during our Summer PIXL assessments.</p> <p>In this lesson, we will be focusing on finding the difference between two numbers.</p>	<p>In this lesson, children will be using what they have learnt earlier this week about column method and will show what they know.</p> <p>We will begin by recapping what we have learnt, how to lay out column method and what steps to take.</p>

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

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.

	 <p>We will begin by discussing what happens when a shape completes a full turn and why this may not be useful when creating patterns.</p> <p>Children will then use shapes to create their own patterns that include turns.</p>	 <p>Children will then have a go at some questions independently.</p>	 <p>When we have finished, we can practise our times tables on TTRS using our school iPads.</p>	<p>We will begin by discussing what 'difference' means.</p> <p>We will then look at different method to find the difference.</p> <p>Finally, the children will look at the practically through word problems.</p> 	<p>Children will then independently complete addition questions using column method.</p> 
--	---	--	--	---	--

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

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.

Tanczmy labada – lesson 3

LI: We are learning to understand the difference between beat and rhythm.



The children will begin by recapping the Hi lo chicka lo clapping game.

Next, we will explore body percussion sounds.

What kind of body percussion sounds can children find on their bodies? For example: stamps, claps, finger clicks, thigh slaps, chest taps etc.

Give children a few minutes to experiment making sounds. Can they find any new ones?

Then, the children will make up their own body percussion sounds to the rhythm of Hi lo chicka lo, and accompany themselves singing.

LI: We are learning to explain what we have learnt from Sikh stories

Read The Sikh stories of The Milk and the Jasmine Flower
<https://www.youtube.com/watch?v=tCVzaDGx5DM>

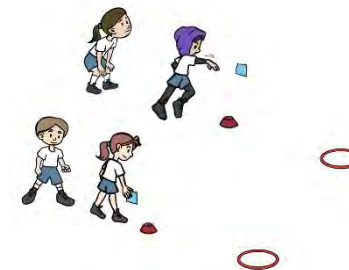


Athletics – lesson 4

LI: We are learning to develop throwing for distance.

Flip it:

Pupils work with their partner against another pair. Each team has one beanbag, one hoop and one cone. Pupils place their cone down as their start marker and their hoop 3m in front.



Pupils take turns with their partner to throw their beanbag past their hoop. When successful they flip their hoop over one space further away. The teams aim is to flip the hoop six spaces away from them before their opponents do.

Fitness – lesson 4

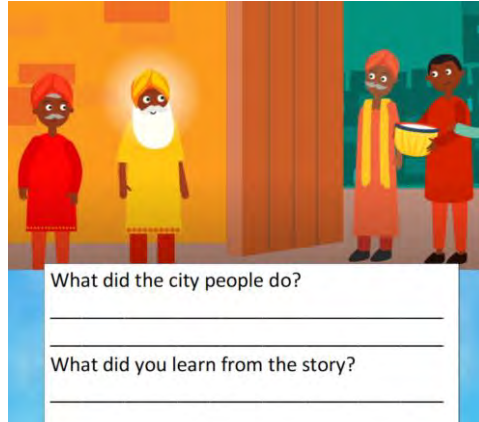
LI: We are learning to develop co-ordination in individual skipping.

Children will complete a fitness circuit:

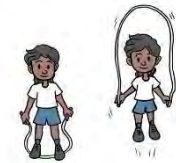
Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

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.



1. Single and double bounce
2. Holding the rope
3. Turning the rope – no jumping
4. Turn and jump



Art

LI: We are learning to Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail.



Look at the images of waves – as a class create adjectives to describe the waves – what colours are used? What shapes?

Watch the video- How to paint waves

<https://www.youtube.com/watch?v=W5I4Rqal6M>

PSHE - Jigsaw

LI: We are learning to recognise cycles of life in nature

LI: We are learning to understand there are some changes that are outside my control and to recognise how I feel about this

In this lesson, children will discuss the key questions -

How do things around us change?
What does change feel like?

Share the PowerPoint of seasonal changes with the children. Ask the children to think about how they feel about the seasons changing and to tell their talking partner; share some ideas. Ask the children if they have any control over the changing seasons.

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

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.



Children create an image of waves in their books using the techniques they have seen.



Make the point that some things happen and change around us that we are unable to control, e.g. the seasons change, our bodies change. Using Jigsaw Jo as the talking object ask the children how they feel about changes they can't control.

The children will be asked to think about what life cycles they can see in the pictures. Clarify for the children what a life cycle is and how things grow and change from a baby to an adult.

Ask them to think about how their bodies might change and to share with a partner how this feels e.g. exciting, scary, strange, etc. Share some ideas and reinforce the learning that things around us do change and that is OK.

Ask the children to choose one life cycle from the images and to draw the egg/baby/seed/infant and how it changes to become an adult or fully grown. Ask the children to label their pictures and write a sentence to describe the changes.

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

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.

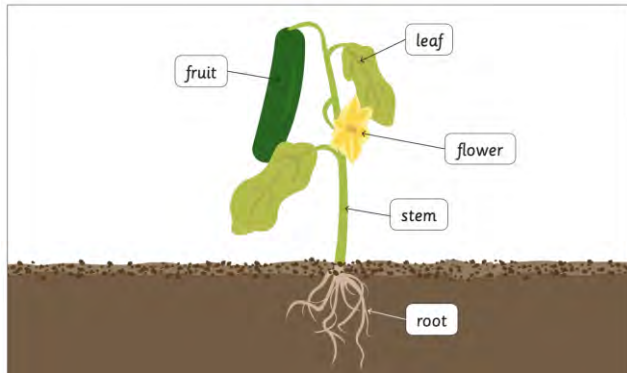


Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Teach Computing
<p><u>Lesson 1</u> <u>LI: We are learning to explore plants and their parts.</u></p> <p>In this lesson, children will recall knowledge from year 1 and explore plants and their parts. They will be taught correct vocabulary and their terms.</p>	<p><u>LI: We are learning to name and sort seaside features into physical and human features</u></p> <p>Look at the different human and physical features and what they are.</p>	<p><u>LI: We are learning to change a given design.</u></p> <p>During this lesson, learners will look at an existing quiz design and think about how this can be realised within the ScratchJr app. They will choose backgrounds and characters for their own quiz projects. Learners will modify a given design sheet and create their own quiz questions in ScratchJr.</p>

Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

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.



Children will then complete a plants and their parts quiz in their groups.

Use your knowledge of plants to answer these questions.

1. What do many plants grow from? Tick **two**
- seeds stems leaves bulbs

Lesson 2

LI: We are learning to explore and investigate where plants like to grow.

In this lesson, children will go outside to explore where grass grows. They will make predictions based on what they know and use this to develop their current understanding.

Human Geographical Features

City
Usually, a large place with lots of people and buildings.



Town
A town is generally smaller than a city but larger than a village.



Village
Usually, a small group of houses in the countryside. A place that is smaller and less busy than a town.



Do you live in a city, town or village?

Physical Geographical Features

Beach
A beach is an area of sand or pebbles that reaches the sea or a lake.



Coastline
The coastline is where the land meets the sea.



Sea/Ocean
An expanse of saltwater that covers most of the earth's surface and the land. Seas are smaller than oceans.



Children sort the images into physical and human.



Quiz design

Use this design to help you create an interactive quiz to answer the question "Who lives here?"

Question	Background	Sprite	1. Start on tap	2. Yes or No	3. Stop or change to ____ background?
Who lives here?			Tap cat	Say "No"	Stop
Who lives here?			Tap fish	Say "Yes"	Change to empty room background
Who lives here?			Tap cat	Say "Yes"	Change to jungle background
Who lives here?			Tap fish	Say "No"	Stop
Task level	Artwork	Algorithms	➔		

<https://scratchjr.org/>

Weekly Overview of Learning


Year Group: 2 Week beginning: 1.7.24

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.

They will make comparisons between different environments and discuss the reasons for differences. They will discuss key questions as below -

'Where did the grass grow well? Did grass grow in the shade? Did any other plants grow in the shade? Did any grass grow where it was dry? Why do you think this is the case?'

Where grass grows

 Observe grass growing in different locations. Record your observations in the table, then use the information you have gathered to answer the questions.

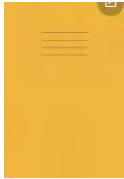
Location	Observations
open, light area	
shady area	
dry area	

Homework



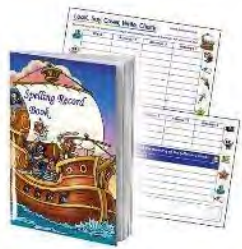


Weekly Overview of Learning

Year Group: 2 Week beginning: 1.7.24

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.



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

Reading and spelling.		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p><u>Reading</u> 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><u>Spellings</u> Please make sure your child's spelling book is in their book bag on their spelling test day.</p> 	<div style="text-align: center;">  <p><u>Doodle Maths</u> 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> </div>	<div style="text-align: center;"> <p>Scan the QR Code to find a dentist close to you or search find an NHS dentist:</p>  <p>Eat with parent's day at juniors – 5th July 12th July Seaside trip – 8th July 10th July</p> </div>