

# Weekly Overview of Learning




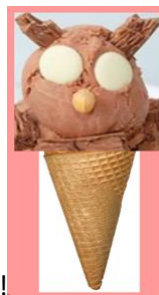
Year Group: Year 2 Week beginning: 25.11.24

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

<u>English Reading and Writing</u>	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to identify features of instructions.</u></p>	<p><u>LI: We are learning to compose a set of instructions.</u></p>	<p><u>LI: We are learning to compose a set of instructions.</u></p>	<p><u>LI: We are learning to read and apply instructions.</u></p>	<p><u>SCHOOL INSET DAY</u></p>
<p><b>Speaking and Listening Focus</b></p>	<p>We are learning to offer detailed contributions.</p> <p>We will need... The ingredients we need to include are... Also, we need...</p>	<p>We are learning to use connectives to develop our ideas.</p> <p>First, you must...</p> <p>Then, you should...</p> <p>Now, you can...</p>	<p>We are learning to ask and answer relevant questions.</p> <p>After, you need to...</p> <p>Next, you should...</p> <p>Finally, go ahead and...</p>	<p>We are learning to listen accurately and respond appropriately.</p>	
<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key Vocabulary</b> Order Clarity Instructions Verbs Imperative verbs Actions Importance Ingredients</p> <p><b>Key Questions</b></p>	<p><b>Key Vocabulary</b> Order Clarity Instructions Verbs Imperative verbs Actions Importance 1.2. 3. 4. 5. Method</p>	<p><b>Key Vocabulary</b> Order Clarity Instructions Verbs Imperative verbs Actions Importance 1.2. 3. 4. 5. Method</p>	<p><b>Key Vocabulary</b> Follow instructions Steps Order Proofreading</p> <p><b>Key Questions</b> Can I check the ingredients list? Can I follow the instructions in the correct order? Can I follow the instructions accurately?</p>	


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	<p>What ingredients do we need to use? Why do we need an ingredients list?</p>	<p><b>Key Questions</b> What comes first in the instructions? What connectives should we use?</p>	<p><b>Key Questions</b> What are the final steps in the instructions? What connectives should go with the final instructions? What top tip would you give?</p>		
<p><b>Activities</b></p>	<p>This week, the children will m making their own owl-cream! We will be learning how to create a set of instructions and try to follow them.</p> <p>Examples of instructions: </p> <p>We will begin the lesson lo looking at examples instructions. Children will identify what features ey can see, for example method, ingredient list.</p> <p>They will then write their own in ingredients list.</p>	<p>We will begin the lesson by recapping the features of instructions.</p> <p>We will then explore imperative verbs, what they are and how to use them in a sentence.</p> <p></p> <p>We will practise writing these in sentences.</p> <p>The children will then begin to write their method using expanded noun phrases and imperative verbs.</p>	<p>In this lesson, the children will look at the start of their method.</p> <p>They will check that they have used appropriate connectives and imperative verbs.</p> <p></p> <p>The children will then go on to add the second part of their method and add their top tip.</p>	<p>In this lesson, the children begin by proofreading and checking their instructions.</p> <p>They will then be following the instructions they have written.</p> <p>They will make and taste their own ice-creams!</p> 	

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<p>How to make delicious owl ice cream</p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• Crumbly chocolate flakes</li> <li>• Cold chocolate ice cream</li> <li>• Sweet, white chocolate buttons</li> <li>• Tasty, bright orange smarties</li> <li>• A rigid, metal ice cream scooper</li> <li>• Crispy, mouthwatering cones</li> </ul> 					
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Phonics</b></p> 	<p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards – repeat in black text. Use random order.</p> <p><u>Fluency Reading</u></p> <p>Words: pleasure vision rewarding Encourage fluent independent reading.</p> <p><b>Teach</b></p> <p><u>Teach GPCs – ti (sh) (Tricky)</u></p> <p>_Use PPT or grapheme card to introduce ‘ti’. This is the most common /sh/ spelling. Action: Wave a pretend wand in</p>	<p><b>Review</b></p> <p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards – repeat in black text. Use random order.</p> <p><u>Quick Write</u></p> <p>_Words: usual warned Encourage independent spelling of words. Reveal correct spelling for children to check.</p> <p><b>Teach</b></p> <p><u>Recap GPCs – ti (sh) (Tricky)</u></p> <p>_Use PPT or grapheme card to</p>	<p><u>Fluency Reading</u></p> <p>_Words: swarming wardrobe television Encourage fluent independent reading.</p> <p>Teach</p> <p><u>Teach GPC – i (CEW) (Yellow I)</u></p> <p>Use PPT or grapheme card to introduce ‘i’. This is a very common grapheme. Action: Point to your eye.</p>	<p><b>Review</b></p> <p><u>GPC Review</u></p> <p>Review graphemes using PPT or flashcards – repeat in black text. Use random order.</p> <p><b>Teach</b></p> <p><u>Recap GPC – i (CEW) (Yellow I)</u></p> <p>Use PPT or grapheme card to introduce ‘i’. This is a very common grapheme. Action: Point to your eye. Sound Cue: Look behind and find a tiger!</p>	<p><b><u>SCHOOL INSET DAY</u></b></p>

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the air.  
Sound Cue: Commotion at the station

Blending to Read

\_Blend to read words using scaffolded-whisper-independent method as appropriate.  
Words: station fiction section national nation motion potion commotion cooperation information

Reading Sentences

\_Tricky has made a potion.  
There is a commotion at the railway station.  
The trains are not in motion.

Watch the video 'Commotion at the Station'.

Encourage children to listen and identify the words that have 'ti' in.

Activity: Use the downloadable sheet to spell 'ti' words to reverse Tricky's commotion potion.

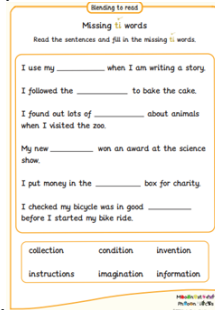


introduce 'ti'.  
This is the most common /sh/ spelling.  
Action: Wave a pretend wand in the air.  
Sound Cue: Commotion at the station

Blending to Read

\_Can children remember 'ti' words from yesterday?  
Blend to read words using scaffolded-whisper-independent method as appropriate. Words use various spelling rules taught so far.  
Words: mention condition imagination instruction position invention patience

Activity: Download the 'Missing Word' worksheet.  
Children to read sentences and identify the correct missing 'ti' words.



words.

Sound Cue: Look behind and find a tiger!

Blending to Read

Blend to read words using scaffolded-whisper-independent method as appropriate.  
Words: hi kind mind find behind child wild Friday idea pilot lion tiger island quiet quietly diary climb violin spider

Reading Sentences

The lion was sleeping quietly behind the tree.  
The child was always kind and caring to their friends.  
The child was quietly writing their diary.

Watch the video 'Tiger and I'.

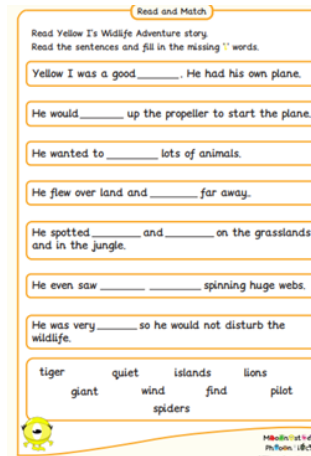
Encourage children to listen and identify the words that have 'i' in: Friday diary violin quietly tiger climb spider behind hi find kind mind wild child idea island pilot quiet lion



Segmenting to Spell

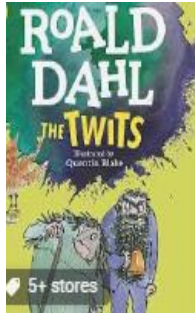
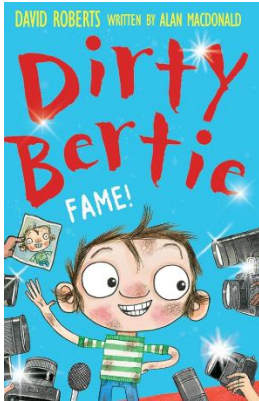
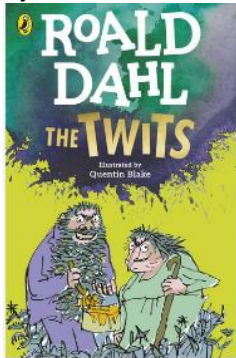
\_Spelling with igh/i/ie/i-e.  
Show the pictures on the screen. Children identify the correct grapheme and spell each word. Use whiteboards or exercise books.  
Words: night tie mice lion cries smile light behind fright child pie bike

Activity: Download the 'Missing Word' worksheet – 'Yellow I's Wildlife Adventure'  
Children can read sentences and identify the correct missing 'i' words.



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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen</p> 	<p>Chestnut</p> 	<p>Sycamore</p> 		

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to utilize lines of symmetry to complete shapes.</u></p>	<p><u>LI: We are learning to explore the similarities and differences between 2D shapes.</u></p>	<p><u>LI: We are learning to investigate and count faces on 3D shapes.</u></p>	<p><u>LI: We are learning to investigate and count edges on 3D shapes</u></p>	<p><u>INSET DAY</u></p>
<p>Key vocabulary and key questions</p>	<p>Key vocabulary: symmetrical polygon mirror line diagonal square ruler</p>	<p>Key vocabulary: similarities differences shapes sides vertices sorting</p>	<p>Key vocabulary: 3D faces curved face counting sphere cube square based pyramid</p>	<p>Key vocabulary: 3D edge face curved face counting sphere cube square based pyramid</p>	

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	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What does “symmetrical” mean?</li> <li>• How could you complete the shape?</li> <li>• How do you know if your drawing is symmetrical?</li> <li>• How can counting the squares away from the mirror line help you?</li> <li>• Why are shapes with diagonal lines more difficult to complete?</li> <li>• How could marking the vertices and joining them up help you?</li> <li>• What mistakes do you think you might make when completing this shape?</li> </ul>	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• How have you sorted the shapes?</li> <li>• How do you know this shape is in the correct group?</li> <li>• How can you use the number of sides/vertices to help you?</li> <li>• Are there any other ways to sort the shapes?</li> <li>• Is this the most useful way to sort the shapes? Why/why not?</li> <li>• Why is using a sorting diagram different from sorting into separate groups?</li> <li>• What other shape could go in this group?</li> <li>• What shape could not go in this group?</li> </ul>	<p><b>Key questions:</b></p> <p>What is a face?</p> <ul style="list-style-type: none"> <li>• What is a curved surface?</li> <li>• What is the difference between a face and a curved surface?</li> <li>• How can you count the faces of a shape efficiently?</li> <li>• What 2-D shapes can you see on this 3-D shape?</li> <li>• What 3-D shape do you think these 2-D shapes make?</li> <li>• How many faces does a ____ have?</li> </ul>	<p><b>Key questions:</b></p> <p>What is an edge?</p> <ul style="list-style-type: none"> <li>• How is an edge different from a face?</li> <li>• How can you count the edges of a shape efficiently?</li> <li>• How can you make sure that you do not miscount the edges?</li> </ul>	
<p><b>Activities</b></p>	<p>In this small step, children use their knowledge of vertical lines of symmetry to complete shapes. Children start by completing rectangles. Explore different methods, such as using mirrors and counting squares away from the mirror line. They then move on to more complicated rectilinear shapes, before completing shapes with diagonal lines.</p>	<p>In this small step, children continue to look at 2-D shapes and should be given the opportunity to explore similarities and differences between them as they play, and to sort them according to what they notice. Children may have naturally started to sort 2-D shapes based on what they noticed in the previous small steps. Here, they sort and group 2-D shapes according to simple properties, including size and colour, and more formal properties, such as number of sides and vertices. Children</p>	<p>Children now move on to explore the properties of 3-D shapes. They begin by counting faces on 3-D shapes in this small step. Children first identify what a face is and develop efficient methods for counting them, for example marking on the shape or using sticky paper. They should be able to identify the 2-D shapes that make up the faces of 3-D shapes, including identifying pyramids according to the shape of their base. Children explore the difference between a face and a curved surface, describing a cylinder as having two faces and one curved</p>	<p>In this small step, children explore the edges of 3-D shapes. It is important that children understand what an edge is and that it is formed where two faces meet. Discuss counting strategies and think about how they may be different from counting the faces of a 3-D shape. Children should first count the edges by holding 3-D shapes before looking at images of 3-D shapes. This is an important step as images can lead to mistakes. Once children are securely able to count edges, they explore the concept in more detail, such as ordering</p>	

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**Task 1**  
Each diagram shows half a shape and the line of symmetry. Complete each shape.

a)

b)

c)

**Task 2**  
Here is half a star and its line of symmetry. Complete the star.

**Task 3**  
Max is completing a drawing.   
How does Max know that?

**Task 4**  
Use symmetry to complete the picture.

need to sort shapes into groups as well as identify how given groups of shapes have been sorted.

- Sort the shapes into the two groups.

fewer than 7 sides       more than 7 sides

Draw one more shape in each group.

Get children to choose six different shapes and sort them into the diagram.

Now ask them to sort the shapes another way. What do they notice?

surface. In the next two steps, they explore edges and vertices.

Give children a selection of 3-D shapes.

Ask them to identify any 2-D shapes they can see on the surfaces of the shapes.

- Which shapes have a curved surface?
- Match the shapes to the labels.

1 curved surface and 2 circular faces       1 curved surface and 1 circular face       4 rectangular faces and 2 square faces

shapes by the number of edges they have or identifying patterns in the number of edges prisms have.

Show children a selection of 3-D shapes. Ask them to count how many edges each shape has. Discuss how they counted the edges and what they found difficult.

- How many edges does each shape have?

- How many edges does each shape have?



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Music - Sing Up	RE - Widening Horizons	PE - Getset4PE																		
<p><b><u>LI: We are learning to perform improvised solos over a shimmering accompaniment.</u></b></p> <p>This week, the children will -</p> <ul style="list-style-type: none"> <li>• Listen to The lark ascending by Ralph Vaughan Williams.</li> <li>• Perform improvised solos over a shimmering accompaniment.</li> <li>• Structure different ideas together to make one big piece.</li> <li>• Perform our class bird-inspired composition.</li> </ul> <div data-bbox="129 842 645 1107" style="border: 1px solid black; padding: 5px;"> <p><b>The lark ascending</b></p> <ul style="list-style-type: none"> <li>• One of the most famous pieces of music inspired by a bird was written by an English composer called Ralph Vaughan Williams.</li> <li>• It describes a lark flying high in the sky, looking down at the world.</li> <li>• Listen and try to imagine the lark rising up to a clear blue sky.</li> </ul> <p><small>by Ralph Vaughan Williams. Performed by David Nolan (violin) and the London Philharmonic Orchestra, conducted by Vernon Handley.</small></p> </div>	<p><b><u>LI: We are learning to explain why puja is important to Hindus.</u></b></p> <p>In this lesson, children will investigate and explain what puja is and why this is important to hindus. They will then explain in their independent work what items are needed during puja and share their work with their talk partner.</p> <div data-bbox="734 632 1196 1008" style="border: 1px solid black; padding: 5px;"> <p><b>LI: We are learning to explain why puja is important to Hindus.</b></p> <p style="background-color: #008080; color: white; text-align: center; padding: 2px;">What does puja mean?</p> </div> <div data-bbox="734 1043 1214 1378" style="border: 1px solid black; padding: 5px;"> <p><small>WCC, Assembly 28<sup>th</sup> November 2024</small></p> <p><small>LI: We are learning to explain why puja is important to Hindus.</small></p> <p style="text-align: right;"><small>Supply H,TA</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Independent</th> <th style="width: 33%;">Class Teacher</th> <th style="width: 33%;">Teaching Assistant</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td colspan="3"><small>Key Vocabulary - bell, incense and incense holder, Sans, Sans powder, Diya lamp, Water containers and spoon</small></td> </tr> <tr> <td style="height: 40px;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="height: 40px;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td style="height: 40px;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </tbody> </table> </div>	Independent	Class Teacher	Teaching Assistant				<small>Key Vocabulary - bell, incense and incense holder, Sans, Sans powder, Diya lamp, Water containers and spoon</small>												<p><b><u>Team Building (CT) Lesson 3</u></b></p> <p><b><u>LI: We are learning to</u></b></p> <p><b><u>INSET DAY</u></b></p> <p><b><u>Target Games Lesson 4</u></b></p> <p><b><u>LI: We are learning to communicate effectively and develop trust.</u></b></p> <div data-bbox="1487 699 2051 1002" style="background-color: #333; color: white; padding: 20px; text-align: center;"> <h2 style="margin: 0;">Whole Child Objectives</h2> <p style="margin: 10px 0 0 0;">Social: To place trust in others.</p> <p style="margin: 10px 0 0 0;">Emotional: To be confident to lead others.</p> <p style="margin: 10px 0 0 0;">Thinking: To understand the task and provide clear instructions to help complete it.</p> </div> <div data-bbox="1505 1043 1792 1091" style="border: 1px solid purple; border-radius: 50%; padding: 5px; display: inline-block;"> <p style="margin: 0;">30 Min</p> <p style="margin: 0;"><b>Skill Development</b></p> </div> <p>Where to?</p> <p>Place a number of cones around the space. In pairs with one blindfold. Pupil A is blindfolded. Pupil B must guide their partner to a specified cone.</p> <ol style="list-style-type: none"> <li>Once blindfolds are on, the teacher holds up a coloured cone. Pupil B's guide their partner to each of the cones matching that colour using their voice. After a few minutes, change roles.</li> <li>Repeat the challenge. This time, pupils must guide their partner to the relevant cones and step over it once they arrive.</li> </ol> <p>Talk to your partner using clear directions such as forwards, stop, backwards etc. to help to support guide them. The pupil guiding is responsible for their partner's safety. Be sensitive to the instructions you give to keep your partner safe.</p>
Independent	Class Teacher	Teaching Assistant																		
<small>Key Vocabulary - bell, incense and incense holder, Sans, Sans powder, Diya lamp, Water containers and spoon</small>																				



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Art - Kapow	PSHE - Jigsaw
<p><b>LI: We are learning to explore texture and pattern using paint.</b></p> <p>This week, children will be exploring different textures and patterns using paint. They will use foil, paper and other materials to make patterns.</p> 	<p><b>LI: We are learning to understand that bullying is sometimes about differences and be able to tell you how someone who is bullied feels.</b></p> <p>In this lesson, children will deepen their understanding of bullying to explore why bullying happens and identify ways to overcome these situations.</p> 

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b>Lesson 1</b></p>	<p>LI: We are learning to examine and compare royal portraits.</p>	<p><b>INSET DAY</b></p>

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## LI: We are learning to describe and understand the needs of a human.

In this lesson, children will explore human needs, they will discuss which need is more important than the other.

WJ: Monday 28<sup>th</sup> November 2024

LI: We are learning to describe and understand the needs of a human.

Draw a line to the human need in each picture.



A worksheet activity with six small images on the left and a list of human needs on the right. The needs listed are: sleep, space, air, water, love, food, and shelter. A box on the right contains the text: 'I think ... because ...'.

What would happen if a human did not have any water?

\_\_\_\_\_

\_\_\_\_\_

What would happen if a human did not have shelter?

\_\_\_\_\_

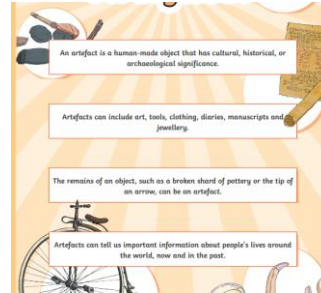
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## Lesson 2

### LI: We are learning to explore the importance of a balanced diet.

In this lesson children will investigate what a balanced diet is and why it is important to make healthy choices. They will explore the eat well plate and identify the different foods in different food groups.

In this lesson, children will explore what artefacts are and how these are used in history to inform us about the past.



An artefact is a human-made object that has cultural, historical, or archaeological significance.

Artefacts can include art, tools, clothing, diaries, manuscripts and jewellery.

The remains of an object, such as a broken shard of pottery or the tip of an arrow, can be an artefact.

Artefacts can tell us important information about people's lives around the world, now and in the past.

They will use portraits of significant monarchs to ask and answer questions they may have.

Can you name these significant royal people?



A grid of eight portraits of significant royal people, each with a blue box and a white box below it for identification.

They will then complete their activity to apply their new learning of analysing artefacts.

## Eatwell guide

This is the Eatwell guide. It shows which food is in each group. The size of each part shows how much of each food group we should eat each day.

Sugary and fatty foods are outside the diagram because they are not needed for a balanced diet, and eating too many of them can cause health problems.



Read Kofi's food diary and use the information to complete the table below. Then answer the questions.

Name: Kofi

Monday	Items
Breakfast	boiled egg, bread, butter, yoghurt
Lunch	hunk, pasta, tomatoes, lettuce, cucumber
Dinner	roast chicken, rice, sweetcorn, carrots, peppers, cranberry juice
Snacks	crackers
Water	

Food group	Recommended portions	Portions eaten
fruit and vegetables	5+	
carbohydrates	3-4	
proteins	2-3	
dairy and alternatives	2-3	
oils and spreads	1	
sugary and fatty foods	-	

Which food groups did Kofi eat the right amount of?

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Which food groups should Kofi eat more of?

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Which food groups should Kofi eat less of?

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Look at the data you have gathered. Was Kofi's diet balanced?

yes  no

Look at the glasses of water in the food diary. Was Kofi hydrated?

yes  no

W.C. Monday 25th November 2024

L.L. We are learning to examine and compare royal portraits.  
Supply: H.T.A.

Independent	Class Teacher	Teaching Assistant
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- Who do you think these portraits are of?
- How do you think they are feeling in the pictures? How do you know?
- Who do you think these portraits were created for?
- What is similar? What is different?



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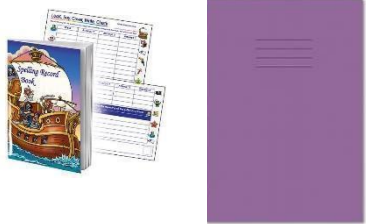
Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.


Reading and spelling.	Maths	Topic/Other foundation subjects including writing <b>REMINDERS – trips/events/items to bring in</b>
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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. 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 these days as this is their spelling test day. Remember to write your spelling sentences in your purple reading task book.



**Doodle Maths**  
  
**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?

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.

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.**