

Weekly Overview of Learning


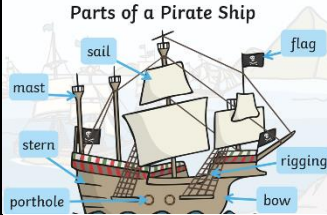
Year Group: 2 Week beginning: 16.01.23


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
	LI - We are learning to design my own pirate tree.	LI - We are learning to explain what the parts of a pirate ship are.	LI - We are learning to explain what the parts of a pirate ship are.	LI: We are learning to write a narrative recount in role.	LI: We are learning to write a narrative recount in role.
Speaking and listening focus	We are learning to use relevant strategies to build their vocabulary with a focus on pirate words.	We are learning to gain, maintain and monitor the interest of the listener by explaining the parts of a pirate ship.	We are learning to gain, maintain and monitor the interest of the listener by explaining the parts of a pirate ship.	We are learning to act in role and speak clearly by using a loud voice to an audience	We are learning to gain, maintain and monitor the interest of the reader by writing and speaking in role
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary: Sail Mast Stern Porthole Flag Rigging Bow</p> <p>Gnarled Fearless Newcomer</p> <p>Key Questions:</p> <p>What are the parts of a ship? Can you explain verbally what each part can do? Can you identify new key words? Can you define the new key words like newcomer? Is there a picture that you could draw to explain the word?</p>	<p>Key Vocabulary: Sail Mast and crow's nest Flag</p> <p>Key Questions:</p> <p>What does the term explain mean? Can you recall what the parts of a ship? What is the purpose of each part? What us a sail? What is a mast and crow's nest? What is a flag? Can you explain how these help pirates?</p>	<p>Key Vocabulary: Deck Porthole Rigging</p> <p>Key Questions:</p> <p>What is the purpose of each part? Can you explain how these help pirates? What is a deck? What is a porthole? What is the rigging? Can you use a range of sentence starters?</p>	<p>Key Vocabulary: I (first person) Expanded noun phrase Adverb</p> <p>Anticipation Crept</p> <p>Key Questions:</p> <p>Can you identify who the main character of the story is? How do you know?</p> <p>How does the main character feel at the beginning of the story? Why?</p> <p>Can you use expanded noun phrases to describe the tree?</p>	<p>Key Vocabulary: I (first person) Expanded noun phrase Adverb Alliteration Time connectives</p> <p>Key Questions:</p> <p>What happens in the middle of the story? What happens at the end of the story? Can you recall what time connectives are appropriate for the middle and end of a story?</p>

Weekly Overview of Learning

Year Group: 2 Week beginning: 16.01.23

<p>Activities</p>	<p>Children are going to be introduced to the new story. – Pirate Tree</p>  <p>Children are going to identify the parts of a ship and their purpose. Children are going to draw and label their own ship.</p> 	<p>Children are going to identify the parts of a ship and their purpose.</p> <p>Children are going to write the purpose of each part.</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Sail • Flag • Rigging • Stern <p>For example –</p> <p>Did you know pirate flag warns other pirates that their ship is going to be attacked!</p>	<p>Children are going to identify the parts of a ship and their purpose.</p> <p>Children are going to write the purpose of each part.</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Porthole • Bow • Mast • Anchor 	<p>Children are going to write a narrative recount. The children are using the first person 'I'.</p> <p>The children will recall what happened in the story 'Pirate tree'.</p> <p>They will discuss how the main character 'Agu' felt. They will also describe the setting using adjectives and expanded noun phrases.</p>	<p>Children are continuing to write a narrative recount.</p> <p>They will discuss the sequence of the story and why that is important.</p> <p>Also, they will discuss what time connectives they can use to link their paragraphs and sequence the story.</p> <p>They will edit their work and check they have used the correct punctuation.</p>
--------------------------	---	--	--	--	--

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> 	<p>Term 2 week 3 lesson 1 – review dge grapheme</p> <p>Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one.</p>	<p>Term 2 week 3 lesson 2 Review dge and suffixes</p> <p>Recap the dge PowerPoint.</p> <p>Review how to add suffixes s ing and ed on the whiteboard.</p>	<p>Term 2 week 3 lesson 3 Colourful Common Exception Words</p> <p>Review CEWs by writing in colour code: find great kind steak mind break behind</p>	<p>Term 2 week 3 lesson 4 What dge words could be used in the story? - winner's badge - as cold as a fridge - slide down the edge</p> <p>Do any of these words rhyme?</p>	<p>Term 2 week 3 lesson 5</p> <p>Flashcard speed reading Focus on the words below, pointing out where the monster makes a sound.</p>

Weekly Overview of Learning

Year Group: 2 Week beginning: 16.01.23

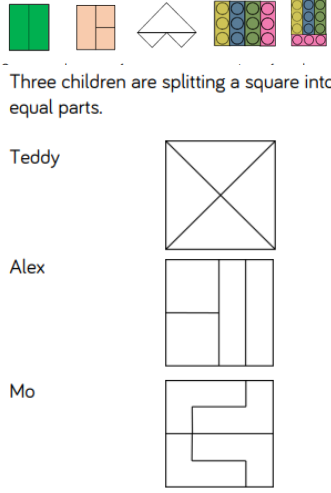



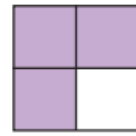



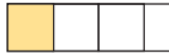
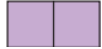


	CEW/HFW focus: find, great, kind steak, mind, break, behind, may, say, way, away, play, never, ever, river, under, better, after		Practise segmenting to write sentences.	e.g. dodge the lodge Practise blending to read sentences.	never ever river under better after – Tricky Witch changes the sound of the stressed er grapheme to an ur sound.
Class Text – Reading Aloud 10-15 mins each day	Aspen TEXT – The Secret Seven Author – Enid Blyton	Chestnut Text - Horrid Henry Author – Francesca Simon	Sycamore Text – The Dark Author –Lemony Snicket	Pine Text – You’re a bad man, Mr Gum Author – Andy Stanton	

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: we are learning to understand that all fractions are equal parts to a whole.	LI: We are learning to Identify, $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}$, of a shape.	LI: We are learning to Identify, $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}$, of a number.	LI: We are learning to Identify and compare $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}$, of a shape.	LI: We are learning to represent, $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}$, in different ways.
Key vocabulary and key questions	<p>Key Vocabulary: equal whole half quarter third</p> <p>Key Questions: What is the whole? What are the parts? How many parts is the object/quantity split into? Are the parts equal? How do you know? Do equal parts always look the same?</p>	<p>Key Vocabulary: Half Third Fraction Whole Quarter</p> <p>Key Questions: How many equal parts has the shape/object/length been split into? What fraction is this part worth? In the notation $\frac{1}{2}$ what does the 1 represent? What does the 2 represent?</p>	<p>Key Vocabulary: Half Third Fraction Whole Quarter</p> <p>Key Questions: What is the whole? What is a half? What is a quarter? Can you circle a quarter in a different way? How do you know you have found $\frac{1}{4}$? What do you notice about half</p>	<p>Key Vocabulary: Half Third Fraction Whole Quarter More Less Greater Less than</p> <p>Key Questions: How can we represent these unit fractions in different ways? Why do we call them a unit fraction?</p>	<p>Key Vocabulary: Half Third Fraction Whole Quarter</p> <p>Key Questions: What times table can we use to help us? What division facts? What can we draw to help use share the number into equal parts? How can you show</p>


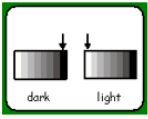

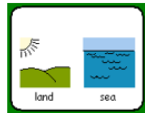

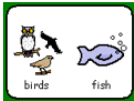


Weekly Overview of Learning

Year Group: 2 Week beginning: 16.01.23

	<p>Is there more than one way to split the object/quantity into equal parts?</p>		<p>of 12 and one quarter of 12? Can you explain what has happened? If a quarter is _____ then the whole is _____</p>	<p>Where can we see the unit? Show me $\frac{1}{2}$ $\frac{1}{4}$ of the counters. What is the same? What is different? Which unit fraction is bigger/smaller if the whole is the same?</p>	<p>$\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, ?</p>																								
<p>Activities</p>	<p>Children are to look at a range of fractions of shapes and decided if they are equal parts to a whole. Do these fractions show equal parts to the whole?</p>  <p>Three children are splitting a square into equal parts.</p> <p>Teddy</p> <p>Alex</p> <p>Mo</p> <p>Do you agree or disagree with them? Why?</p>	<p>Children to identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ of shapes. Which image shows half?</p>  <p>Which shapes have a $\frac{1}{3}$ shaded?</p>  <p>Do the shapes show $\frac{1}{4}$?</p> <p>a) </p> <p>b) </p>	<p>Children to find $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ of numbers. Use images and children to draw groups to support. Example: $\frac{1}{2}$ of 12 = 6</p>  <p>$\frac{1}{3}$ of 3 = 1</p>  <p>$\frac{1}{2}$ of 4 = <input type="text"/></p> <p>$\frac{1}{2}$ of 6 = <input type="text"/></p> <p>$\frac{1}{2}$ of 8 = <input type="text"/></p>	 <p>Children to use the > < signs to compare fractions. Children to compare fractions using > <</p> <p>Complete the following sentences?</p> <table border="1" data-bbox="1400 774 1769 1157"> <tr> <td>$\frac{1}{2}$</td> <td>$\frac{1}{4}$</td> </tr> <tr> <td>$\frac{1}{4}$</td> <td>$\frac{1}{3}$</td> </tr> <tr> <td>$\frac{2}{4}$</td> <td>$\frac{1}{4}$</td> </tr> </table> <p></p> <p></p> <p>Also compare fractions of shapes which fraction is larger? Children to write sentence Example – $\frac{1}{4} < 1$ whole</p>	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{2}{4}$	$\frac{1}{4}$	<table border="1" data-bbox="1803 542 2072 662"> <thead> <tr> <th>Fraction</th> <th>Bar model</th> <th>In words</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Children to show fractions in different ways Example –</p> <table border="1" data-bbox="1803 837 2072 949"> <thead> <tr> <th>Fraction</th> <th>Bar Model</th> <th>Words</th> </tr> </thead> <tbody> <tr> <td>$\frac{1}{2}$</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>One quarter</td> </tr> </tbody> </table> <p>What fraction is the biggest? What fraction is the smallest?</p>	Fraction	Bar model	In words							Fraction	Bar Model	Words	$\frac{1}{2}$					One quarter
$\frac{1}{2}$	$\frac{1}{4}$																												
$\frac{1}{4}$	$\frac{1}{3}$																												
$\frac{2}{4}$	$\frac{1}{4}$																												
Fraction	Bar model	In words																											
Fraction	Bar Model	Words																											
$\frac{1}{2}$																													
		One quarter																											


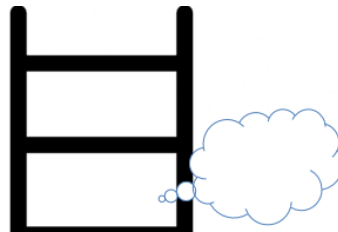
Weekly Overview of Learning

Year Group: 2 Week beginning: 16.01.23

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Grandma Rap</p>  <p>Lesson objectives Children will:</p> <ul style="list-style-type: none"> ● Practise <i>Hi lo chicka lo</i> pitch beat actions. ● Play the <i>Copy my actions</i> game. ● Practise <i>Grandma rap</i>. ● Play the <i>Walk and stop</i> game and move on the spot to <i>Marble machine</i>. 	<p>RE – Christianity <u>LI: We are learning to recall the Christian creation story</u> The children we be learning to recall the beliefs of Christmas and how they believe the world was created in 7 days. The children will be drawing and writing what happened over the 7 days of the creation.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Day 1</p> </div> <div style="text-align: center;">  <p>Day 2</p> </div> <div style="text-align: center;">  <p>Day 3</p> </div> <div style="text-align: center;">  <p>Day 4</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">  <p>Day 5</p> </div> <div style="text-align: center;">  <p>Day 6</p> </div> <div style="text-align: center;">  <p>Day 7</p> </div> </div>	<p>Gymnastics Lesson 3 <u>LI: We are learning to be able to link travelling actions and balances using apparatus.</u></p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>Team building Lesson 3 <u>LI: We are learning to create a plan with a group to solve the challenges.</u></p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>
Art – Kapow		PSHE - Jigsaw

Weekly Overview of Learning

Year Group: 2 Week beginning: 16.01.23

<p><u>LI: We are learning to apply shapes with glue.</u></p> <p>We will be cutting different shapes into varied sizes and then layering them to create a pattern. Children will be applying their shapes using glue.</p> 	<p>Unit – Dreams and goals.</p> <p><u>LI – We are learning to identify steps required to be able to achieve my goal</u></p> <p>Children will be reflecting on how significant individuals have achieved their goals. Children will take part in discussions about their own personal goals.</p> <p>We will then consider the different steps that may be required to help children achieve their goals. For example, to be a footballer you may have to practice every day or join a football club.</p> 
---	--

Science - Wellington Curriculum	Topic (geography) – Wellington Curriculum	Computing –Teach Computing
<p><u>LI: We are learning to explain how a seed grows into plant.</u></p> <p>During this lesson we will be discussing the stages of a plants growth from the seed to the flower. We will be writing an explanation sharing how to grow a plant. We will be using this to grow plants later in our topic.</p>	<p><u>LI: We are learning to locate countries and answer questions about the Earth.</u></p> <p>Children will be using atlases to locate countries both sides of the equator. They will be looking at the equator and what countries the equator passes through and what this means for the country. They will also be looking at the size of the countries and comparing them.</p>	<p><u>LI. To explain what happens when we change the order of instructions</u></p> <p>Children will focus on sequences, and consider the importance of the order of instructions within a sequence. They will create sequences using the same instructions in different orders. They will then test these sequences to see how the different orders affect the outcome.</p>

Weekly Overview of Learning

Year Group: 2 Week beginning: 16.01.23

Homework

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

Reading and spelling.

Reading

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

Your teacher will check, mark and sign your work once a week.

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



Spellings

Please make sure your child's spelling book is in their book bag (on their previous book bag day) as this is their spelling test day.



Maths



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

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the **green** zone yet?

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

Gordon Browne Trip

Please be at school for 8:15 on the day of your trip.

In your rucksack you will need:

- **A plastic bag** – with your child's name on it. So they can put their dirty wellies in it on the way home.
- **Spare shoes** – plimsolls
- **Spare socks**
- **Water bottle**
- A different **sandwich** if your child **doesn't** like cheese.
- You must be wearing **wellies that fit** when you come to school. **Any** colour any design.
- Please make sure that your child is in **warm** clothing.



Monster phonics day – Friday 27th January 2023

Please come dressed in any monster from Monster Phonics. Please do not buy any costumes, clothes

Weekly Overview of Learning

Year Group: 2 Week beginning: 16.01.23

			<p>can be the same colour as the monsters.</p> <p>Moons Phonics</p>
--	--	--	---