

Weekly Overview of Learning

Year Group: 2 Week beginning: 23.1.23

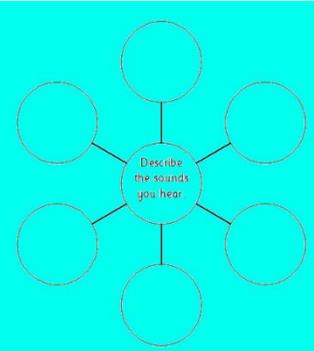
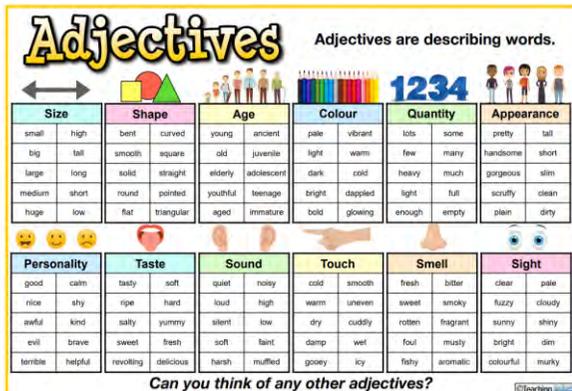
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning to describe <u>the sounds we hear.</u>	LI: We are learning to draft our <u>poem.</u>	LI: We are learning to write our own <u>poem.</u>	LI: We are learning to perform my <u>poem using a loud and clear voice.</u>	LI: We are going to design a <u>new monster.</u>
Speaking and Listening Focus	Ask relevant questions to extend their understanding and knowledge. Engage in discussion through a variety of well-chosen contributions based on critical listening.	Use relevant strategies to build their vocabulary. Ask relevant questions to extend their understanding and knowledge. Engage in discussion through a variety of well-chosen contributions based on critical listening.	Recognise the required structure for a range of tasks and adapt with ease. Show flair and originality through choices of language and sentence structure. Demonstrate a wider vocabulary including specialist terms.	Listen and respond appropriately to their adult and peers. Listen attentively and take turns in speaking. Speak clearly and audibly. Participate in discussions, presentations, performances, role play/improvisations and debates.	Engage in discussion through a variety of well-chosen contributions based on critical listening. Develop simple reasoning and evidence to justify ideas.
Key vocabulary and Key Blooms higher order thinking questions	Key Vocabulary: Poem Poet Sounds Noise Instruments Key Questions: Can you define the terms poem and poet? What does noise mean? Do you have a favourite poem? How does the poem make you feel? What does the poem make you think of?	Key Vocabulary: Poem Verses Draft Edit Onomatopoeia Key Questions: Can you recall what a poem and poet is? What are verses? How long should a poem be? Do all poems have to rhyme? Can you use some onomatopoeia?	Key Vocabulary: Poem Verses Draft Improve Key Questions: What was good about your poem? How can we improve our drafts? Has your poem got verses? Are there a range of adjectives? Have you described the different sounds?	Key Vocabulary: Perform Voices Actions Movements Listen Projection Articulation Volume Pace/speed Pause Changing our tone Key Questions: What does the term perform mean? Are you able to use different voices, actions and movements when performing? What does listen mean? How can we be good listeners? Can you speak at a pace everyone can understand?	Key Vocabulary: Monster Phonics Brown Owl Cool Blue Angry Red A U-Hoo Black Cats Yellow-I Miss Oh No Green Froggy Tricky Witch Silent Ghosts Key Questions: What sound does your monster represent? Who are the monsters? Where does your monster live? What is your monster's job?

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				<p>Can you use a speaking volume that everyone can hear? Can you pause for effect? How did you feel after performing?</p>	
<p>Activities</p>	<p>Children are going to be introduced to the new poem – The Sound Collector.</p> <p>Children are going to learn the parts of a poem and what a poet is.</p> <p>Children are going to collect and describe different sounds they hear from around the classroom and school.</p> 	<p>Children are going to re-read the poem and recap the features of a poem.</p> <p>Children are going to be using the sounds collected on their sheet to begin drafting their own version of the poem.</p> <p>Children will use adjectives and -ing words.</p>  <p>Can you think of any other adjectives?</p>	<p>Children are going to re-read their draft of their poem.</p> <p>Children are going to discuss what they think is good about their poem.</p> <p>Children are going to think of ways to improve their poem. They will apply changes such as new, exciting adjectives and -ing words. They will then share their poem with a partner for additional, helpful feedback.</p>	<p>Children will start by listening to the poem called 'All My Great Excuses' by Kenn Nesbitt. Then they will look at what was successful in his performance and create their own success criteria for speaking and listening.</p> <p>Children are going to practice performing their poems. They will use voices, actions and movements to help them perform their poem.</p> <p>Children will use their listening skills when others are performing their poem.</p>	<p>Children are going to show the class their Monster Phonics costumes.</p> <p>Children are going to meet their own class monsters.</p>  <p>Children are going to design their own monster.</p>

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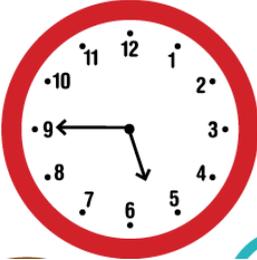
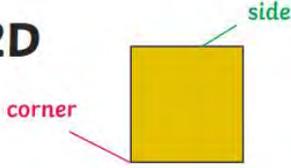
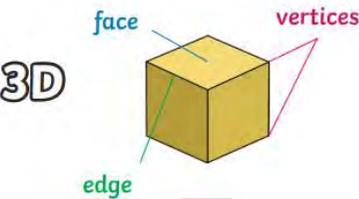
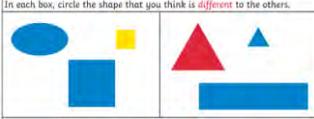
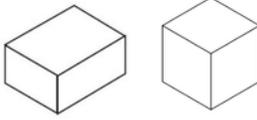
Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics Moon, stars, planets Phonics icons	<p>Focus – Review ow, o (u), ey, w-a (o) graphemes.</p> <p>Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards. Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.</p> <p>towel other monkey wander tunnel nothing donkey watch</p>	<p>Focus - g and suffixes</p> <p>Recap the g PowerPoint. Review how to add suffixes s ing and ed on the whiteboard. Remember to focus on the end of the word o - use the correct rule.</p> <p>Children add suffixes in pairs using small whiteboards</p>	<p>Focus – g anagrams</p> <p>Children complete the g anagrams. Working in pairs, children take turns to dictate and write sentence dictations with their partner.</p>	<p>Focus - g sound</p> <p>What g words could be used in the story? About a visit to the zoo:</p> <ul style="list-style-type: none"> - animals – giraffe - animal adjectives – giant, ginormous, gigantic, huge, strange, endangered, gentle, ginger - story adjectives – magical, imaginary, danger - scenes – stage, village 	<p>Focus – HFW words</p> <p>Speed read the HFW - grow snow know window – the ow grapheme is making the Miss Oh No sound. A silent k is also in the word 'know'.</p> <p>car dark park hard garden – Tricky Witch has changed the sound of the a when it combines with r. It is called an r-controlled vowel</p> <p>2. Ask the children to work in pairs to create a memory sentence for each word.</p>
Class Text – Reading Aloud 10-15 mins each day	<p>Aspen TEXT – The Secret Seven Author – Enid Blyton</p>	<p>Chestnut Text - Horrid Henry Author – Francesca Simon</p>	<p>Sycamore Text – The Dark Author –Lemony Snicket</p>	<p>Pine Text – You're a bad man, Mr Gum Author – Andy Stanton</p>	

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: We are learning to tell the time to the nearest 15 minutes.	LI: : We are learning to tell the time to the nearest 15 minutes.	LI: : We are learning to tell the time to the nearest 15 minutes.	LI: We are learning to describe 2D and 3D shapes.	L.I: We are learning to compare 2D and 3D shapes by describing.
Key vocabulary	<u>Key Vocabulary:</u> Quarter past	<u>Key Vocabulary:</u> Quarter past	<u>Key Vocabulary:</u> Quarter past	<u>Key Vocabulary:</u> Vertices	<u>Key Vocabulary:</u> Vertices

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<p>and key questions</p>	<p>Quarter too Minute Second Hour Short hand Long hand</p> <p>Key Questions: How many minutes in an hour? How many minutes in half an hour? How many minutes in quarter of an hour? What is longer half an hour or quarter of an hour? How many quarters of an hour are in a whole?</p>	<p>Quarter too Minute Second Hour Short hand Long hand</p> <p>Key Questions: What will the time be in 15 minutes? How many 15 minutes in 2 hours? What time is later? How do you know its quarter past and not quarter too?</p>	<p>Quarter too Minute Second Hour Short hand Long hand</p> <p>Key Questions: How many days in 2 weeks? How many hours in a day? 2 days? How many half an hours are an 1 hour? What times tables helps you with telling the time?</p>	<p>Edges Sides Corners 2D 3D</p> <p>Key Questions: How can you describe your shape? How many vertices? Are the sides curved or straight? Is your shape 2D or 3D how do you know? Can you describe the sides? Are they straight or curved?</p>	<p>Edges Sides Corners 2D 3D Similar Different Same Because</p> <p>Key Questions: How are these shapes similar? How are they different? How many sides does each 2D shape each? Are your shapes 2D or 3D?</p>
<p>Activities</p>	<p>Children to look at the clocks and read the time</p>	<p>Children to look at the clocks and read the time What is the time?</p> 	<p>Children to look at the clocks and read the time Children to use 5 times table to count round in 5s.</p> 	<p>Children to describe the 2D and 3D shapes using the word mat.</p> <p>2D</p>  <p>3D</p> 	<p>Can you compare your shapes?</p> <p>In each box, circle the shape that you think is <i>different</i> to the others.</p>  <p>What's the same? What's different?</p> 

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	<p>What is the time?</p> <p>What is the time? Children to read the time to:</p> <ul style="list-style-type: none"> • O'clock • Half past • Quarter past 	<p>Which clock is quarter to? How do you know?</p> <p>Children to read times on the clocks Children to read:</p> <ul style="list-style-type: none"> • Quarter too • Quarter past. 	<p>What time is shown on the clock?</p> <p>Children to read the times on the clocks to the nearest 5 minutes.</p>	<p>For example</p> <p>A square has 4 sides and 4 corners. The sides are straight.</p> <p>A sphere is 3d and has no vertices. It has one curved edge.</p>	<p>Children to look at the shapes which ones are the odd ones out why? How are the shapes similar?</p> <p>2D</p> <p>3D</p>
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to rehearse Grandma rap as a round, practise beat actions, discover the 'walk' duration (word and notation).</u></p>  <ul style="list-style-type: none">• Practise 'Hi lo chicka lo' 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><u>LI: We are learning to recall how Christians are welcomed into the Christian family through baptism.</u></p> <p>We will be learning about how a new born baby is baptised a Christian. We will be recalling the different steps of a Baptism such as, lighting a candle and wetting the baby's head.</p> <p>We will discuss and share our own experiences of how we were all welcomed into our families.</p> 	<p>Gymnastics</p> <p><u>LI - To demonstrate different shapes, take off and landings when performing jumps.</u></p> <p>Children will be learning to –</p> <ul style="list-style-type: none">• Bend their knees when jumping and landing.• Keep their head and chest up.• Use shape jumps to make sequences interesting.  <p>Team Building</p> <p><u>LI - To communicate effectively and develop trust.</u></p> <p>Children will be learning to –</p> <p>Use clear, short instructions when guiding a partner.</p> 

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Art – Kapow	PSHE - Jigsaw
<p><u>LI – We are learning to apply decorating using buttons.</u> This week we are using buttons to create decorations. We will be applying the buttons using glue and thinking about the different patterns and shapes we can make using them.</p> 	<p><u>LI: We are learning to work with others to help them achieve their goals.</u> Children will take part in discussions about how they can help and support others to achieve their goals. Children will then think about a time when they have been supported by a friend and create a certificate to reward their peers for being supportive.</p> <div data-bbox="1151 488 1496 724" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>GOAL CERTIFICATE</p> <p>THANK YOU</p> <p>_____</p> <p>FOR WORKING WITH ME TO ACHIEVE OUR GOAL</p> <p>YOU WERE</p> <p>_____</p> </div>

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>L.I: We are learning to plan and investigation and record observations over time.</u> We are going to create a question to investigate such as, “do plants need light to grow?” We are going to consider and record what equipment we will need to conduct the investigation and begin recording the outcomes each week. We will also be planting our own seeds and identify ways we can take care of our seeds as it grows into a plant.</p>	<p><u>L.I: We are learning to compare places near to and far away from the equator</u> We will be looking at places near and far from the equator. We will discuss what it could be like to live in these different places. The children will compare and contrast the landscapes, temperature and animals.</p> <div data-bbox="797 1216 1120 1283">  </div>	<p><u>L.I. We are learning to use logical reasoning to predict the outcome of a program</u> We will be following sequences and predicting the outcome of a sequence. We will compare the outcome to our predictions.</p> <div data-bbox="1473 1174 1684 1283">  </div>

Homework

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

Reading and spelling.	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
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Reading

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

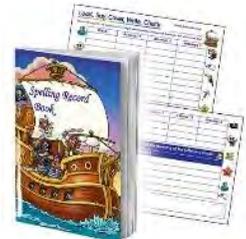
Your teacher will check, mark and sign your work once a week.

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.





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?

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.

