

Weekly Overview of Learning

Year Group: 2 Week beginning: 6.11.23

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are learning to identify nouns and adjectives to describe a setting.</p>	<p>LI: We are learning to apply nouns and adjectives to a setting description.</p>	<p>LI: We are learning to describe a setting in role.</p>	<p>LI: We are learning to compare characters.</p>	<p>LI: We are learning to compare characters using subordinating conjunctions.</p>
<p>Speaking and Listening Focus</p>	<p>We are learning to build our vocabulary through a real-life experience.</p>	<p>We are learning to critically make contributions to whole class discussions.</p>	<p>We are learning to take on a role to discuss a character's feelings. We are learning to use adverbs to aid expression.</p>	<p>We are learning to suggest words and phrases appropriate to the topic.</p>	<p>We are learning to use subject specific vocabulary (subordinating conjunctions).</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key vocabulary: Setting Description Senses Hear See Smell Feel Forest Adjectives</p> <p>Key questions: Where is the story set? How do you know? What might we see in the forest? What might we smell in the forest? What might we hear in the forest?</p>	<p>Key vocabulary: Full sentence Expanded noun phrase Setting Description Senses Forest Adjectives</p> <p>Key questions: What is an expanded noun phrase? How adjectives can we use to describe the trees, leaves and surroundings?</p>	<p>Key vocabulary: Connectives Writing in role First person Setting Surroundings Senses Adverbs Adverbial phrase</p> <p>Key questions: How might the Gruffalo feel as he is walking down the path into the forest? Why? How can make our story more interesting? What is a connective? How do we use them?</p>	<p>Key vocabulary: Compare Similarities Differences Suffixes 'er' 'est' Adjectives</p> <p>Key questions: How are these characters similar? How are these characters different? What suffix can we add to compare these characters?</p>	<p>Key vocabulary: Comparing Subordinating conjunctions Similarities Differences Adjectives</p> <p>Key questions: What is a subordinating conjunction? Where does a subordinating conjunction go in our writing? What punctuation needs to follow a subordinating conjunction?</p>

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	<p>What might we feel in the forest?</p>				
<p>Activities</p>	<p>In this lesson, the children will be using their senses to describe what they would see, hear, smell and feel in the forest.</p> <p>We will first begin by looking at 'The Gruffalo' front cover to identify where we believe the story is set.</p> <p>We will then go outside on a nature walk to listen, look and feel things in our playground and imagine that we are in the forest setting.</p> <p>Whilst on this walk, the children will collect adjectives and nouns about their nature surroundings.</p> <p>When back at the classroom, the children will share what</p>	<p>Today, the children will begin by recapping the nouns they saw, heard, felt and smelt during our sensory walk.</p> <p>They will share what they have found.</p> <p>We will then discuss how we can describe these nouns with adjectives.</p> <p>For example, leaves = brown, crunchy leaves.</p> <p>We will then put our senses and noun phrases into full sentences.</p> <p>For example, I can hear cute, little birds. I can feel soft, fresh grass.</p> <p>The children will aim to use full sentences with capital letters and full stops.</p>	<p>In this lesson, the children will be writing in the role of the Gruffalo.</p> <p>The children will begin the lesson by recapping what we found out during our senses walk.</p> <p>They will then look over our senses sentence from the prior lesson e.g. I can see brown, dry leaves.</p> <p>We will then discuss how the Gruffalo might feel as he walks through the forest. What might he see, hear, smell and feel?</p> <p>We will then discuss how to make our writing more exciting by using adverbial phrases such as 'the leaf fell gently'.</p> <p>We will also add sentences starters/fronted adverbials and connectives to our writing to make our story more interesting</p>	<p>In this lesson, the children will be comparing the mouse and the Gruffalo.</p> <p>The children will begin by looking at both characters.</p> <p>They will identify what is similar about them and what is different.</p> <p>The children will then look at how to use comparative language e.g. using the 'er' and 'est' suffix.</p> <p>For example: The mouse is smaller than the Gruffalo.</p> <p>The children will work in partners to sort the adjectives into those they believe belong to the Gruffalo and those they believe belong to the mouse.</p>	<p>Today, the children will be writing comparative sentences using subordinating conjunctions.</p> <p>We will begin by recapping the adjectives we chose to describe the mouse and the Gruffalo.</p> <p>We will then discuss what a subordinating conjunction is and how to use it in a sentence.</p> <p>For example: The Gruffalo has orange eyes whereas, the mouse has brown eyes.</p> <p>The children will independently write their comparative sentences.</p>

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	they found.		<p>e.g. 'As I walked through the deep, fark forest'...</p>  <p>The children will aim to independently write as the Gruffalo, using the pronoun 'I' using all our exciting writing features.</p>	 <p>When the children have sorted the adjectives, they will use these adjectives in full sentences.</p>	
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>  <p>Term 2 – week 1</p>	<p>In this lesson, the children will be focusing on the 'o' (u) sound.</p> <ol style="list-style-type: none"> 1- Read the o(u) words in the 6 sounds groups. 2) Watch the video 'Nothing Like My Other Brother'. Ask the class to make the Tricky Witch (wave a pretend wand) action every time they hear an o(u) word. 3) Divide the class into six groups. Ask each to make a 	<ol style="list-style-type: none"> 1. Download the flashcards. Use these to recap the o (u) grapheme and the highlighted features from yesterday's lesson. <ul style="list-style-type: none"> – patterns in words help identify this grapheme. – recap the patterns. 2. Complete the Word Search for o(u) words. 	<p>The children will be learning the Green Froggy 'ey' sound.</p> <ol style="list-style-type: none"> 1. Use the PowerPoint. Use this to introduce the ey grapheme. Look at the More than One Machine – add s for plurals. Highlight how this is different to words ending in y. 2. Watch the video 'Monkey Boo'. Ask the 	<p>Today, children will recap the 'ey' sound using flashcards. They will then complete the 'ey' wordsearch.</p>	<p>In this lesson children will be looking at CEW.</p> <p>Focus on the words below, pointing out where the monster makes a sound.</p> <p>bath path – have a general north/south variation of the pronunciation of the 'a' grapheme.</p>

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display for words in one of the sound groups.



Wordsearch

Year 2 Graphemes
Tricky Witch | le (schwa -l)



Can you find the following words?
other brother mother nothing
Monday another son come
some love

Meakin's Phonics
meakinphonics.com

class to make the Green Froggy (forefinger and thumb making a smiley face and say 'eee') action every time they hear an ey word.

3. Write about the ey items and highlight the ey grapheme in green.

Label each ey item



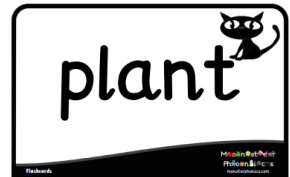
Wordsearch

Year 2 Graphemes
Green Froggy | ey



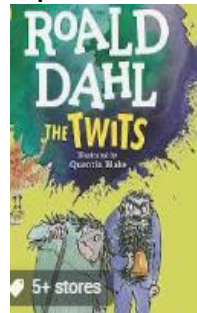
Can you find the following words?
monkey donkey key trolley
chimney valley money honey
turkey alley

father plant – have a general north/south variation of the pronunciation of the 'a' grapheme.

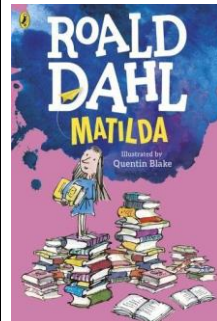


Class Text
– Reading Aloud
10-15 mins
each day

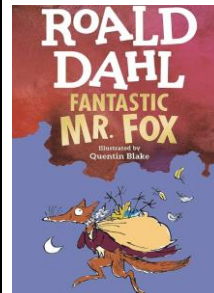
Aspen Class –



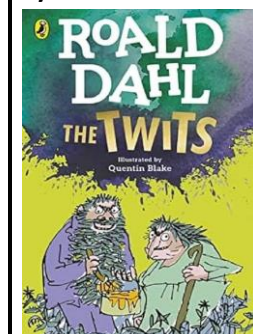
Chestnut Class



Pine Class - Title - Fantastic Mr. Fox



Sycamore



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: we are learning to utilize lines of symmetry to complete shapes.</u>	<u>LI: we are learning to explore the similarities and differences between 2D shapes.</u>	<u>LI: we are learning to investigate and count faces on 3D shapes.</u>	<u>LI: we are learning to investigate and count edges on 3D shapes</u>	<u>LI: we are learning to investigate and count vertices on 3D shapes.</u>
Key vocabulary and key questions	<p>Key vocabulary: symmetrical polygon mirror line diagonal square ruler</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What does "symmetrical" mean? • How could you complete the shape? • How do you know if your drawing is symmetrical? • How can counting the squares away from the mirror line help you? 	<p>Key vocabulary: similarities differences shapes sides vertices sorting</p> <p>Key questions:</p> <ul style="list-style-type: none"> • How have you sorted the shapes? • How do you know this shape is in the correct group? • How can you use the number of sides/vertices to help you? • Are there any other ways to sort the shapes? • Is this the most useful way to 	<p>Key vocabulary: 3D faces curved face counting sphere cube square based pyramid</p> <p>Key questions:</p> <p>What is a face?</p> <ul style="list-style-type: none"> • What is a curved surface? • What is the difference between a face and a curved surface? • How can you count the faces of a shape efficiently? • What 2-D shapes can you see on this 3-D shape? 	<p>Key vocabulary: 3D edge face curved face counting sphere cube square based pyramid</p> <p>Key questions:</p> <p>What is an edge?</p> <ul style="list-style-type: none"> • How is an edge different from a face? • How can you count the edges of a shape efficiently? • How can you make sure that you do not miscount the edges? 	<p>Key vocabulary: 3D edge face curved face vertex vertices sphere cube square based pyramid</p> <p>Key questions:</p> <p>What is a vertex? What are vertices?</p> <ul style="list-style-type: none"> • How is a vertex different from a face? How is it different from an edge? • How can you count the vertices of a shape efficiently? • How can you make sure you do not miscount the vertices?

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	<ul style="list-style-type: none"> • Why are shapes with diagonal lines more difficult to complete? • How could marking the vertices and joining them up help you? • What mistakes do you think you might make when completing this shape? 	<p>sort the shapes? Why/why not?</p> <ul style="list-style-type: none"> • Why is using a sorting diagram different from sorting into separate groups? • What other shape could go in this group? • What shape could not go in this group? 	<ul style="list-style-type: none"> • What 3-D shape do you think these 2-D shapes make? • How many faces does a ____ have? 		<ul style="list-style-type: none"> • How many vertices does a have?
<p>Activities</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 need to sort shapes into groups as well as identify how given groups of shapes have been</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 surface. In the next two steps, they explore edges and</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 shapes by the number of edges they have or identifying patterns in the number of edges prisms have.</p>	<p>In this small step, children count the vertices on 3-D shapes. They also consider all the properties of 3-D shapes that they have explored so far. Children have looked at vertices in 2-D shapes earlier in the block, and now begin to understand vertices on 3-D shapes. They should first explore counting strategies by holding 3-D shapes and sharing different methods. When looking at images, it is important to discuss possible mistakes children may make, for example missing out hidden vertices. As well as counting the vertices of shapes, children continue to count the edges and faces; these are used in the next small step when children use their understanding of the properties of 3-D shapes to sort them in various ways.</p>

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<p>Task 1 Each diagram shows half a shape and the line of symmetry. Complete each shape.</p> <p>a) </p> <p>b) </p> <p>c) </p> <p>Task 2 Here is half a star and its line of symmetry. Complete the star.</p>	<p>Task 3 Make a symmetrical drawing.</p> <p>1. Draw the other half of a shape from the original one.</p> <p>How does that look better?</p> <p>Task 4 Use symmetry to complete the picture.</p>	<p>sorted.</p> <ul style="list-style-type: none"> Sort the shapes into the two groups. <p>fewer than 7 sides more than 7 sides</p> <p>Draw one more shape in each group.</p> <p></p> <p>Get children to choose six different shapes and sort them into the diagram.</p> <p>Now ask them to sort the shapes another way. What do they notice?</p>	<p>vertices.</p> <p>Give children a selection of 3-D shapes.</p> <p>Ask them to identify any 2-D shapes they can see on the surfaces of the shapes.</p> <ul style="list-style-type: none"> Which shapes have a curved surface? Match the shapes to the labels. <p>1 curved surface and 2 circular faces 1 curved surface and 1 circular face 4 rectangular faces and 2 square faces</p>	<p>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.</p> <ul style="list-style-type: none"> How many edges does each shape have? How many edges does each shape have? 	<p>Show children a selection of 3-D shapes. Ask them to count how many vertices each shape has. Discuss how they counted the vertices and what they found difficult.</p> <ul style="list-style-type: none"> How many vertices does each shape have? How many vertices does each shape have? How many vertices does a sphere have?
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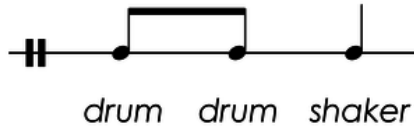
Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>L1: We are learning to Perform with and without a conductor.</u></p> <ul style="list-style-type: none"> Remind your children of the birdsong piece they made during the last lesson using just body percussion sounds. Spend a short amount of time putting this back together. Ask each child to quickly remember their pattern and listen to some of them. 	<p><u>L1: We are learning to discuss Diwali and explain how the festival is celebrated.</u></p> <p>Watch the video links – what is Diwali? How is it celebrated? Rama and Sita story Children to create a Diwali card.</p>	<p><u>L2: Team Building</u></p> <p><u>L1: We are learning to co-operate and communicate in a small group to solve challenges.</u></p> <p>10 Mins Warm Up and Introduction</p> <p>Safe space:</p> <ul style="list-style-type: none"> A Pupils stand in their own space. They begin by walking around the area, moving in and out of each other. B Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use. <p>Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.</p> <hr/> <p>30 Mins Skill Development</p> <p>Who are you?</p> <p>Pupils stand in a circle. Teacher whispers a farm animal to each pupil (or points to one on the 'Who are you?' resource). COW, PIG, SHEEP, OWL, HORSE, DUCK, CHICKEN. Make sure pupils do not tell each other. <i>Teacher note: for a class of thirty ensure that there are at least seven different animals so that pupils end up in groups of four/five.</i></p> <p>On the teacher's command, pupils find all other pupils who are the same animal as them, but they are not allowed to use words. Q: How else can you communicate your animal? Use actions or animal sounds. Set a time limit of 3 minutes before supporting pupils into their groups.</p> <p>Hold hands once you have found someone on your team so you don't lose them.</p> <p>Make this harder by saying that they cannot make any noise.</p>

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Demonstrate



After they have had a chance to experiment and create their patterns on instruments, bring the class back together and hear each group separately, giving feedback after each one. This could be feedback from the teacher, or peer-led feedback.

Now select a conductor to structure the patterns into one big piece just as you did last lesson, and perform your class birdsong composition together.



Listen to the story of Rama and Sita



How is diwali celebrated?



L2 Target Games

L1: We are learning to score using underarm and overarm throwing.

30 Miss Skill Development

Overarm throwing:

A Tell pupils they will be using overarm and underarm throwing in their target games today. Q: Can anyone demonstrate an overarm throw?

Invite pupils to share a demonstration and confirm the correct technique.

Stand with your legs apart one in front of the other. Lift your throwing arm back high with your elbow in line with your shoulder. Release the beanbag with your hand pointing at your target.

B in pairs with one beanbag. Pupils begin approx. 3m apart and practise throwing and catching their beanbag.

Watch the beanbag as it comes towards you and catch with wide fingers.

Underarm throwing:

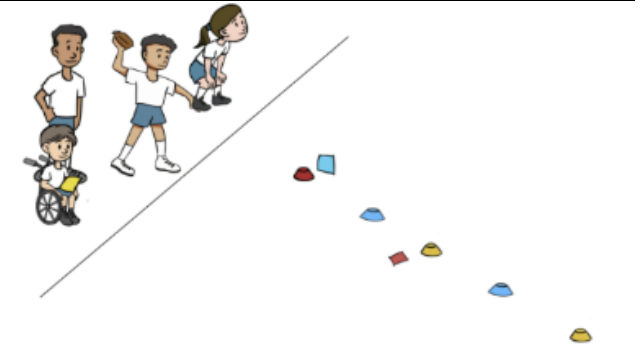
A Q: Can anyone demonstrate an underarm throw?

Invite pupils to share a demonstration and confirm the correct technique.

Stand with your legs apart one in front of the other. Swing your arm back to front and release the beanbag with your hand pointing at your target.

B in pairs with one beanbag. Pupils begin approx. 2m apart and practise underarm throwing and catching their beanbag.

Watch the beanbag as it comes towards you and catch with wide fingers.



Art – Kapow

PSHE - Jigsaw

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LI: We are learning to use paint to explore texture and pattern.

This week children will be learning about what a collage is. Our work will be inspired by the collage artist Romare Bearden. They will be using different coloured paper and paints to create different textures and patterns for their collages the following week.

Romare Bearden

- Bearden was born in North Carolina, North America in 1911.
- He worked supporting people in the community. Making art was his evening and weekend job.
- Bearden saw that people are not always treated equally. He believed everyone should have the same rights.
- His art aimed to reflect everyday life. His collages show memories or ideas from books, and he liked including farms, trains and musicians.
- He also wrote poetry and music, composing jazz and blues songs.



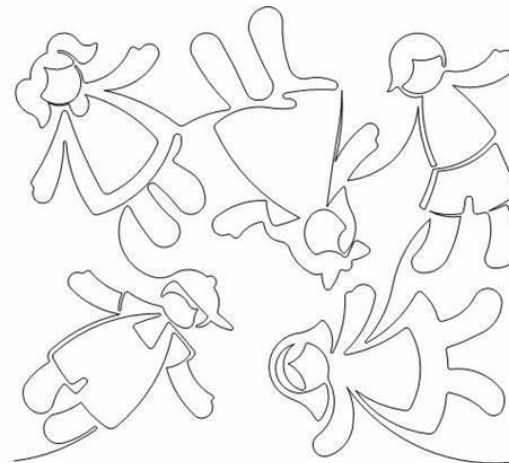
LI: We are learning to discuss what to do if you or someone is being bullied.



Look at the scenarios – discuss as a class what would you do?
Is this fair?

Every day, Sonia and Lucy take Sean's coat off the hook and throw it onto the floor and laugh when he gets told off. Each playtime they call him a 'stupid boy' and take his ball away from him.



Children to write what they should do if they are / see bullying.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing																																																																			
<p><u>Week commencing 6th November 2023</u> <u>LI: We are learning to identify and classify the characteristics of invertebrates.</u> <u>LI: We are learning to use our observational skills to classify invertebrates.</u></p> <p>This week children will be learning about the six types of invertebrates. They will classify animals into their groups and identify their features, such as the number of wings, legs and antennae. They will then use this classification sheet to work in groups and sort out the invertebrates into the six groups.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="font-size: 8px;">Invertebrate group</th> <th style="font-size: 8px;">Soft body or hard covering</th> <th style="font-size: 8px;">Segmented body (yes or no)</th> <th style="font-size: 8px;">Number of legs</th> <th style="font-size: 8px;">Number of antennae</th> <th style="font-size: 8px;">Number of wings</th> <th style="font-size: 8px;">Examples</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;">arachnids</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">crustaceans</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">insects</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">molluscs</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">myriapods</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: 8px;">worms</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <div style="display: flex; align-items: flex-start; margin-top: 10px;">  <div style="margin-left: 10px; font-size: 10px;"> <p>Invertebrates can be sorted into six different groups based on what they look like:</p> <ul style="list-style-type: none"> ● arachnids ● crustaceans ● insects ● molluscs ● myriapods ● worms </div> </div>	Invertebrate group	Soft body or hard covering	Segmented body (yes or no)	Number of legs	Number of antennae	Number of wings	Examples	arachnids							crustaceans							insects							molluscs							myriapods							worms							<p><u>LI: We are learning to explain why a queen was significant.</u></p> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="flex: 1;"> <p>What do we already know about this Queen?</p> <p>Why does this make her significant?</p> <p>Children to watch the video about Queen Elisabeth and explain why she was significant.</p> </div>  </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Why was people delighted that she was Elizabeth was Queen?</p> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>	<p><u>L2: Landscape or portrait?</u> <u>LI: We are learning to make choices when taking a photograph.</u></p> <p>Children will learn the definition of portrait and landscape pictures. They will use I pads to take photos of various items and decide if they should take the photo in portrait or a landscape angle.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="font-size: 8px;">I will take a photo of the...</th> <th style="font-size: 8px;">I predict it will be better in</th> <th style="font-size: 8px;">It actually looks better in</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;">Classroom door</td> <td> </td> <td> </td> </tr> <tr> <td style="font-size: 8px;">Classroom display</td> <td> </td> <td> </td> </tr> <tr> <td style="font-size: 8px;">Outside view</td> <td> </td> <td> </td> </tr> <tr> <td style="font-size: 8px;">Pencil pot</td> <td> </td> <td> </td> </tr> <tr> <td></td> <td> </td> <td> </td> </tr> </tbody> </table>	I will take a photo of the...	I predict it will be better in	It actually looks better in	Classroom door			Classroom display			Outside view			Pencil pot					
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Weekly Overview of Learning

Year Group: 2 **Week beginning: 6.11.23**

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

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**.

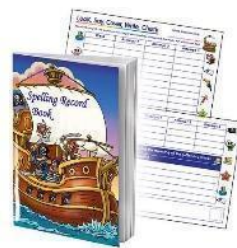
Your teacher will check, mark and sign your work once a week.

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 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

Children in Need Pudsey wear spots day



Friday 17th November

Please remember to wear school ties.