

Weekly Overview of Learning

Year Group: 2 Week beginning: 11.3.24

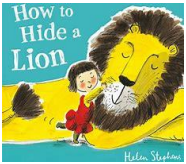

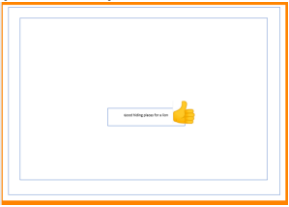
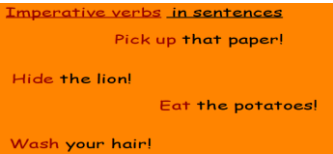

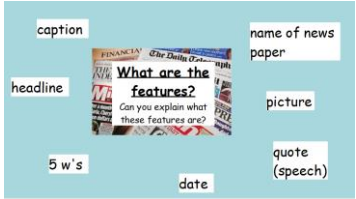


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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	LI: We are learning to justify our suggestions (hiding places for a lion)	LI: We are learning how to write instructions using imperative verbs.	LI: We are learning to plan a newspaper article.	LI: We are learning to create a newspaper article	LI: We are learning to create a newspaper article
Speaking and Listening Focus	Use simple language and sentence stems.	Engage in discussion through a variety of well-chosen contributions.	Use a range of complex sentences.	Adapt language to suit purpose and audience.	Adapt language to suit purpose and audience.
Key vocabulary and Key Bloom's higher order thinking questions	<p>Key Vocabulary: command imperative verb bossy don't take hide lion</p> <p>Key Questions: Can you recall the different hiding places from the story? Where do you think the best hiding place was? Which hiding place is better for the lion? Can you justify why you think this is not an ideal hiding</p>	<p>Key Vocabulary: imperative verbs command don't must should would could hide lion</p> <p>Key Questions: Which places were the bets to hide a lion? Which places should you command Iris to hide him? Which places should Iris not hide the lion?</p>	<p>Key Vocabulary: article headline caption who, what, where, why, when event recall report</p> <p>Key Questions: What are the features of a newspaper article? Can you recall what the event was that day? Can you think about what you already know about newspaper articles?</p>	<p>Key Vocabulary: article headline caption who, what, where, why, when event recall report layout</p> <p>Key Questions: What are the features of a newspaper article? Can you identify where the event happened? What quotes could residents say?</p>	<p>Key Vocabulary: article headline caption who, what, where, why, when event recall report quote speech</p> <p>Key Questions: What are the features of a newspaper article? What quotes could residents say? How can you improve your introduction of your article?</p>

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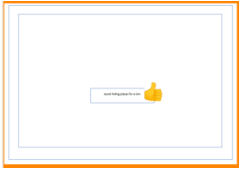

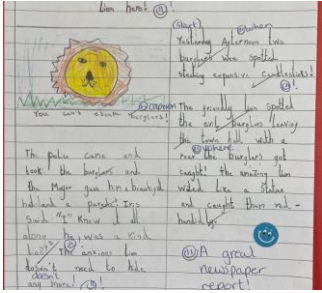
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	place?			Where did the event take place?	Can you edit your headline to include alliteration?
<p>Activities</p>	<p>Children will read the story 'How to hide a lion'.</p>  <p>Children will recall the different hiding places that he was hidden in the story.</p> <p>Children will then sort different hiding places into 'good' and 'not ideal' hiding places. Children will then need to justify their decisions.</p>  <p>Children will then record a range of hiding places on a</p>	<p>Children to recall the hiding places they suggested from yesterday.</p>  <p>Children then recall what an imperative verb is and identify them in sentences.</p>  <p>Children will then create their own instructions to give to Iris to suggest places to hide a lion.</p>	<p>Children are going to create a newspaper article to report on the theft of the Mayor's candlesticks.</p>  <p>Children will define what the features of a newspaper article are and then match them on an example news report.</p>  <p>Children will then begin to plan their own news report using a planning template.</p>	<p>The children will begin the lesson by recapping what features a newspaper article must include. Children will begin to create their newspaper articles.</p> <p>Children will generate a newspaper name and headline. Children will then add an image and caption.</p> <p>Then they will use their initial plans to create their introduction and 5 w's.</p> 	<p>The children will begin the lesson by recapping what features a newspaper article must include.</p> <p>They will then discuss where they got up to in the previous lesson, in relation to the news story.</p> <p>The children will then add the final part of the news story to their article (the robbers were caught by the lion, the lion was happy and the mayor gave the lion a hat).</p>  <p>The children will then edit their article to ensure that they have included all the newspaper article features discussed previously.</p>

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	<p>defining frame.</p> 	<p>Have you ever come across a huge, fluffy lion before? Have you ever needed to hide him from your parents before? Well now you can! Read these ideas and follow these instructions on how to hide your lion!</p> <p>You could hide your lion at school or at home.</p> <p>You could hide your lion under the stairs, in the kitchen, under your bed or in your wardrobe.</p> <p>Don't hide him at school!</p>	<p>Headline</p> <p>Who is the report about?</p> <p>What is the report about?</p> <p>Where did the event happen?</p> <p>When did the event happen?</p>		
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics	Review	Review	Review	Review	Review
Term 2 –					

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<p>  week 9 This week reviews the wr grapheme and adding suffixes to wr words. </p>	<p> Download the grapheme flashcards. As a class, speed read the colour-coded graphemes. Repeat with the plain-text flashcards. Teach Download the activity worksheet. Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes: called son jockey squash tallest Monday alley quantity Watch the video 'The Boasting Uncles'. Ask the children to make the Tricky Witch action (pretend to wave a magic wand) every time they hear a le word. Can the class recall all of the le words in the song? Use the Read-Write-Colour section of the activity worksheet to recap the le words. Ask the class to add colour-coding and write the </p>	<p> Use the PowerPoint. Use this to review the le grapheme and suffixes. Demonstrate examples of how to add suffixes s ing and ed on the whiteboard. Children add suffixes in pairs on small whiteboards. Teach Download the activity. Complete the following grammar activities: + ing Machine Time Machine More than One Machine </p>	<p> Review the CEWs: busy hour Christmas money Ask the children to write these words in colour-code on the activity worksheet. Teach  </p>	<p> Teach 1. Download the activity worksheet. Use this as a template to write a poem with the title 'Twinkle, Twinkle'. The poem will start with the words 'Twinkle, Twinkle Little...'. Ask the children to include as many le words as possible in the poem. 2. Ideas Generation Think of useful verbs e.g. scrambling eggs untangling hair tickling toes giggling babies </p>	<p> 1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards. Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound. sea, tea, eat, each, really, please – the ea grapheme is making the Green Froggy sound. The s in 'please' also makes a z sound. birds, girl, first – Tricky Witch changes the sound of the ir grapheme to an ur sound. Teach 2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write </p>
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	<p>words in the spaces. Add the rule.</p> <p>le Day 1 Worksheet</p> <p>Quick Mix Review Try to remember the phonics that you have already learnt. Listen to hear your teacher read the words and write each one in the box.</p> <p>Read-Colour-Write Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>battle trouble cuddle tickle jungle terrible candle</p> <p>Write the words in the spaces provided</p> <p>Detective - can you find the rule? Here's a clue: The letter 'le' makes a ...</p>	<p>Day 2 Worksheet - Grammar Machines le</p> <p>Time Machine Write each verb in the past tense.</p> <p>tickle → snuggle → untangle → scramble →</p> <p>+ing Machine Add the suffix ing to the end of each verb.</p> <p>battle → trouble → wobble → prickle →</p> <p>Booster Machine Write the comparative and superlative adjectives</p> <p>giggle → cuddle → wobble → prickle →</p>		<p>wobbling teeth</p> <p>cuddling friends</p> <p>Think of useful nouns</p> <p>e.g. eating apples</p> <p>making candles</p> <p>saving animals in the jungle</p> <p>bottles, castle, people</p> <p>Day 4 Writing Task</p> <p>Twinkle Twinkle Little...</p> <p>Write a poem starting with the 'Twinkle, Twinkle' title. Use as many le words as you can! Remember to use words from the grammar machines too!</p>	<p>these in their Monster Phonics exercise book. Add colour-coding to support memory.</p>
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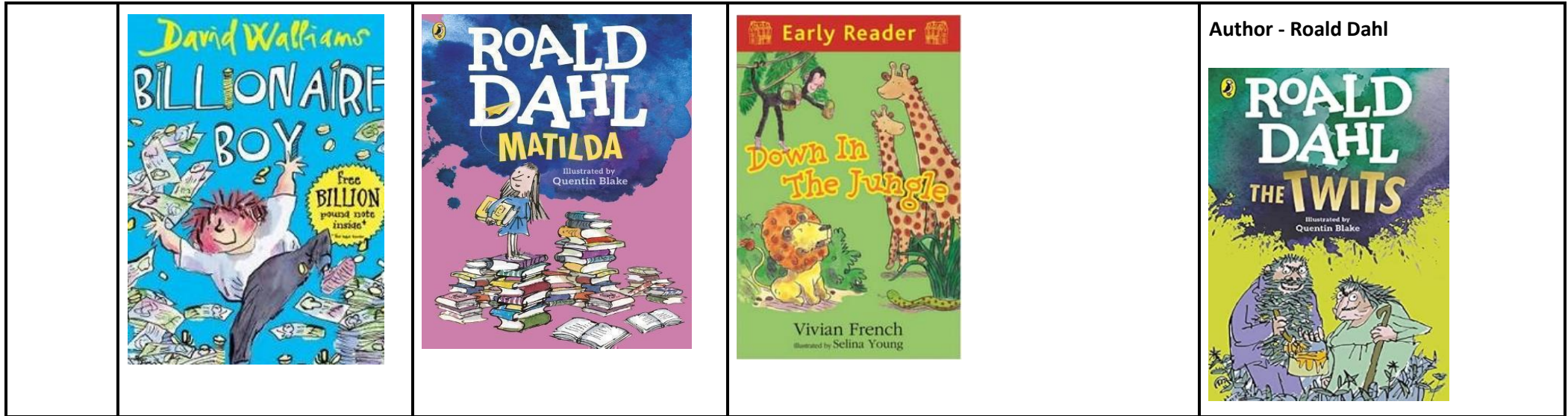
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				<p>3. Children complete the writing task by writing the story. Don't forget to include words from the grammar machines!</p> 	
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class – Billionaire Boy Author - David Walliams</p>	<p>Chestnut Class Matilda Author - Roald Dahl</p>	<p>Pine Class Down in the Jungle Author - Vivian French</p>	<p>Sycamore The Twits</p>	

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	<u>LI: We are learning to read the temperature in degrees.</u>	<u>LI: We are revising our volume and capacity knowledge.</u>	<u>LI: We are learning to solve a range of maths questions.</u>	<u>LI: We are learning to use our maths knowledge to solve problems.</u>	<u>LI: We are learning to solve money problems,</u>
Key vocabulary and key questions	Key Vocabulary seasons temperature thermometer weather degrees Celsius Key Questions	Key Vocabulary volume capacity greater smaller difference litres millilitres	Key Vocabulary addition subtraction addition division method check your answer	Key Vocabulary addition subtraction addition division method check your answer	Key Vocabulary money pounds pence altogether addition subtraction addition

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	<p>What is temperature? What words do you use to describe temperature? What does "°C" stand for? What does the scale show? How do you know that you have read the temperature correctly? How do you know that you have shown the correct temperature on the thermometer scale? How can you compare these two thermometers?</p>	<p>Key Questions What is volume/capacity? What is temperature? What is the mass of each object? Which is heavier/lighter? Can you work out how much this object weighs in ml/l?</p>	<p>Key Questions What operation is being used in the question? How can we work out the answer? What method should we use? Have you checked your answer?</p>	<p>Key questions What operation is being used in the question? Have you read the question again? How can we work out the answer? What method should we use? Have you checked your answer?</p>	<p>division method check your answer</p> <p>Key questions What is the value of this coin? What is the value of this note? Which has the highest/lowest value? Have you read the question again? How can we work out the answer? What method should we use? Have you checked your answer?</p>
Activities	<p>In today's lesson, children are introduced to temperature, thermometers and the unit "degrees Celsius", written °C, for the first time. They will learn how to read a thermometer and understand the lower the number, the colder the temperature and the higher the number, the hotter the temperature.</p>	<p>Today children will go through different questions and recap their knowledge on mass, volume and capacity. They will answer questions with their partners and peer mark their work.</p>	<p>Children will be answering arithmetic questions today, similar to exam style questions. We will go through different methods to work out the answers and encourage children to double check their work.</p>	<p>Following on from yesterday's lesson, children will work out problem solving and reasoning questions, using their prior knowledge of the four operations. Again, they will be encouraged to reread the question and double</p>	<p>In this lesson children will be answering exam style questions in relation to money. We will recap the value of all coins and notes, then children will solve questions using their reasoning skills.</p>

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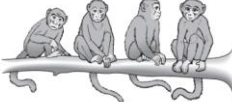
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<p>What temperature is shown on each thermometer?</p> <p>16 °C 70 °C 35 °C 9 °C</p>	<p>Mass, capacity and temperature</p> <p>1 Complete the sentences.</p> <p>The _____ is heavier. The _____ is lighter.</p> <p>2 Match each image to the best unit of measure.</p> <p>volume of a _____ kilograms height of a _____ millimetres mass of a _____ grams mass of a _____ centimetres</p> <p>3</p> <p>yesterday today</p> <p>What was the temperature yesterday?</p> <p>Today, the temperature is 8 degrees warmer than yesterday. Colour the thermometer to show this.</p> <p>4 One glove has a mass of 10 g.</p> <p>What is the mass of a pair of gloves?</p> <p>5 Complete.</p> <p>Mrs's case has a mass of _____ kg.</p> <p>Mr adds another 3 kg to his case. What is the mass of Mrs's case now?</p> <p>6 A jar has a capacity of 50 ml. A cup has a capacity of 5 ml.</p> <p>Ron uses the cup to fill the jar. How many cupfuls will he need?</p> <p>7 How much water is in each container?</p> <p>How much more water is there in container B?</p>	<p>Monday 12th April</p> <p>14 We are happy to answer a range of questions.</p> <p>Name _____</p> <p>Independent Class Teacher _____ Teaching Assistant _____</p> <p>3 + 6 = <input type="text"/></p> <p>9 × 10 = <input type="text"/></p> <p>8 + 2 = <input type="text"/></p> <p>10 - <input type="text"/> = 2</p> <p>12 + 2 + 2 = <input type="text"/></p> <p>56 - <input type="text"/> = 51</p> <p>63 - 4 = <input type="text"/></p> <p>79 - 6 = <input type="text"/></p> <p>3 + 30 + 3 = <input type="text"/></p> <p>$\frac{1}{2}$ of 60 = <input type="text"/></p>	<p>check their answer.</p> <p>Match all the pairs of numbers that add to 20</p> <p>One is done for you.</p> <table border="0"> <tr> <td><input type="text" value="5"/></td> <td><input type="text" value="13"/></td> </tr> <tr> <td><input type="text" value="7"/></td> <td><input type="text" value="11"/></td> </tr> <tr> <td><input type="text" value="4"/></td> <td><input type="text" value="15"/></td> </tr> <tr> <td><input type="text" value="9"/></td> <td><input type="text" value="16"/></td> </tr> </table>	<input type="text" value="5"/>	<input type="text" value="13"/>	<input type="text" value="7"/>	<input type="text" value="11"/>	<input type="text" value="4"/>	<input type="text" value="15"/>	<input type="text" value="9"/>	<input type="text" value="16"/>	<p>Sam has 55p.</p> <p>Ben has 10p less than Sam.</p> <p>Tick the coins that Ben has.</p> <p>How much money is in the money box?</p> <p><input type="text" value="p"/></p>
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				<p>Look at these signs.</p> <p>< = ></p> <p>Write the correct sign in each box.</p> <p>21 <input type="text"/> 12</p> <p>48 <input type="text"/> 64</p> <p>55 <input type="text"/> 55</p> <p>20 bananas are shared equally among 4 monkeys. How many bananas does each monkey get?</p>  <p><input type="text"/> bananas</p> <p>How could you work this out?</p>	
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to use gestures and repetition to accompany music.</u></p> <p>In this final lesson of 'Orawa', we will begin with a river image and chant along with the music like the flow of the river.</p> <p>We will then listen to 'Orawa' again. We will particularly look at how the music swoops. The children will make sweeping gestures when the music swoops.</p> <p>The will then add a vocal swoop to accompany the gesture.</p>  <p>The children will practise this and perform the piece independently.</p>	<p style="text-align: center;"><u>DT WEEK</u></p>	<p><u>LI - We are learning to develop stamina and change of direction.</u></p> <p>Social: to encourage and support others to keep trying when they find things difficult. Emotional: to persevere with the skipping challenges. Thinking: to identify challenges that I find difficult.</p> <p><small>Dishes and domes:</small></p> <p><small>Place several cones in the area. Half the cones pointing upwards like a dish and half of the cones pointing downwards like a dome. Place the class into two teams. Sit them on opposing start lines. Assign each team either 'dishes' or 'domes'.</small></p> <ul style="list-style-type: none"><small>• Dishes team turn the cones over to make them domes.</small><small>• Dishes team turn the cones up to make them dishes.</small><small>• Play for a minute. On the command 'stop', pupils hold their hands up to stop them turning any more cones and sit back on their start line.</small><small>• Count the cones with the pupils - which team has the most cones turned over their way?</small> <p><small>Rules:</small></p> <ul style="list-style-type: none"><small>• Cones cannot be moved from their spot.</small><small>• Cannot turn over the same cone twice in a row.</small> <p><small>Use small quick steps so that you can change direction quickly.</small></p>  <p><u>LI: We are learning how to use shapes to create balances</u></p> <p><u>Whole Child Objectives</u></p> <p>Social: to work safely with others. Emotional: To work independently to create my own balances. Thinking: to use imagination to create and explore balances .</p>

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		<p>30 Miss</p> <h3>Skill Development</h3> <p>Shape recap: Pupils sit on a mat space. Q: How long should you hold a shape for? 5 seconds. Ask pupils to demonstrate any of the shapes they have learnt in previous lessons. Go through each of the shapes, checking for good extension. <i>Teacher note: see resource card 'Basic Shapes'</i></p>  <p>Children will create shapes with their bodies and link the balances together to make a sequence</p>
<p>Art – Kapow</p>	<p>PSHE - Jigsaw</p>	

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DT Week!

This week is DT week in Year 2.
We are making pouches from coloured felt.

We will be learning how to sew using a running stitch with regular-sized stitches and understand that both ends must be knotted.

We will also prepare and cut fabric to make a pouch from a template.

Next, we will use a running stitch to join the two pieces of fabric together.

And finally, we will decorate their pouch using the materials provided.
We cannot wait to show you what we create!




















































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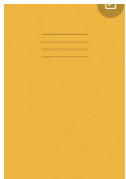
Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing				
<p style="text-align: center;"><u>DT week</u></p>	<p style="text-align: center;"><u>DT week</u></p>	<p><u>LI: We are learning to enter data using a computer.</u></p> <p>During this lesson, we will become familiar with the term 'pictogram'. They will create pictograms manually and then progress to creating them using a computer.</p> <p>The children will begin to understand the advantages of using computers rather than manual methods to create pictograms, and use this to answer simple questions.</p> <p>They will conduct their own surveys and enter what they have collected.</p> <p>Pictogram Questions</p> <p>Can you answer these questions using the pictogram you have just made on the computer?</p> <p>How many teachers  to school?</p> <p>How many teachers  to school?</p> <p>How many teachers  to school?</p> <p>How many teachers  to school?</p> <p>Circle your answers.</p> <table border="1"><tr><td>Which two had the same number?   </td><td>Which had the least votes?    </td></tr><tr><td>Which got two votes?    </td><td>Which were the most popular ways to come to school?    </td></tr></table> <p>How many teachers do you think were asked altogether?</p>	Which two had the same number?   	Which had the least votes?    	Which got two votes?    	Which were the most popular ways to come to school?    
Which two had the same number?   	Which had the least votes?    					
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Homework



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

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**.

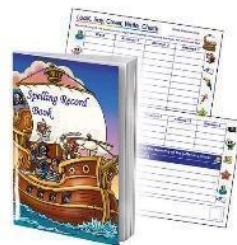
Your teacher will check, mark and sign your work once a week.

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.



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?














































Monster Phonics have now launched an online reading platform where you can access Monster Phonic books online. Please see the purple reading task book for logins.

Weekly Overview of Learning

Year Group: 2 Week beginning: 11.3.24

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>Please select an area below to access the eBooks.</p> <table border="1"><tr><td>Guide to the Reading Book Stages </td><td>Fiction STAGES 1 - 10 </td></tr><tr><td>Non Fiction STAGES 1 - 10 </td><td>Foundations for Nursery FOR STAGE 1 </td></tr><tr><td>Comics to Consolidate FOR AFTER STAGES 1 - 10 </td><td>Meet the Monsters BOOKS TO SHARE & READ ALOUD </td></tr></table> <h3>Competitions & Challenges</h3> <div data-bbox="1509 647 1809 1062"><p>March Writing Challenge!</p><p>National science week is during March so we would like you to create a fact file about a famous scientist!</p><p>You might include; images, labels, subheadings, captions and fact boxes.</p><table border="1"><tr><td> Marie Curie</td><td> Albert Einstein</td><td> Isaac Newton</td><td> Galileo Galilei</td></tr><tr><td> Katherine Johnson</td><td> Edison</td><td> Copernicus</td><td> Lady's work</td></tr></table></div>	Guide to the Reading Book Stages 	Fiction STAGES 1 - 10 	Non Fiction STAGES 1 - 10 	Foundations for Nursery FOR STAGE 1 	Comics to Consolidate FOR AFTER STAGES 1 - 10 	Meet the Monsters BOOKS TO SHARE & READ ALOUD 	 Marie Curie	 Albert Einstein	 Isaac Newton	 Galileo Galilei	 Katherine Johnson	 Edison	 Copernicus	 Lady's work
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