

Weekly Overview of Learning

Year Group: 2 Week beginning: 11.9.23



Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to make predictions based on a front cover.</u>	<u>LI: We are learning to collect adjectives to describe a character.</u>	<u>LI: We are learning to apply adjectives to a character description.</u>	<u>LI: We are learning to understand the feelings of a character.</u>	<u>LI: We are learning to compose a diary entry using the pronoun 'I'.</u>
Speaking and Listening Focus	We are learning to use subject specific language.	We are learning to give well structures descriptions.	We are learning to suggest words and phrases appropriate to the topic.	We are learning to give reasoning behind our answers.	We are learning to take on a different role and discuss a character's feelings.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary Adjectives Queen Victoria Predicting Describing</p> <p>Key questions What is an adjective? Who is Queen Victoria? How do you predict? What is a bathing machine?</p>	<p>Key vocabulary Adjectives Nouns Feelings Personality Appearance Bathing machine</p> <p>Key questions Can you identify features of a Queen? How would you describe the Queen's personality? What words in the text well you that?</p>	<p>Key vocabulary Adjectives Description Feelings Emotions Jewels Royal Crown Adventurous Bathing machine</p> <p>Key questions Can you use the adjectives in full sentences? Can you add connectives into your sentences?</p>	<p>Key vocabulary Inference Feelings Emotions Shy Adventurous Smile Beam</p> <p>Key questions What is the Queen feeling at this point in the text? How do you know? What words/images tell you that?</p>	<p>Key vocabulary Pronouns First person 'I' Diary Dear Features</p> <p>Key questions Can you identify the features of a diary? What is a pronoun? Can you write from the first person?</p>

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Activities

What is predicting?

Predicting is making a guess based on clues in the text.

So today we are going to be detectives and look for clues.

Put on your detective hat!

In this lesson, we are being detectives!

We are looking for clues in the text and on the front cover to predict what the book will be about.

Look at the front cover. Predict: What do you think this book will be about? How do you know?

Today we are reading a new story!

Who is Queen Victoria? How do you know she is the Queen?

We will begin the lesson by looking at the front cover. Children will identify the title, the characters, the expressions of the characters etc.

Monday 11th September 2023

11. We are learning to make predictions based on a front cover.

The Response

What do you think a bathing machine is?

Independent	Class Teacher	Teaching Assistant
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Word bank:

bathing machine	see	cold	swimming	Queen Victoria
Also, Additionally,	however	furthermore,	because	
		especially		

The children will then base their predictions on what they have found.

The children will continue to read the book 'Queen Victoria's bathing machine'.

The children will look at words and images in the book to make deductions on her personality such as smiling meaning she is a happy person.

Tuesday (non-recording) children sort and collect adjectives.



The children will then sort adjectives into 'adjectives that apply to the Queen' and 'adjectives that don't apply to the Queen'.

Children will then endeavour to add their own adjectives.

- | | |
|-----------------|--------------------|
| Chocolate hair | Royal |
| Brown eyes | Sporty |
| Blue hair | Sleepy |
| Green eyes | Lazy |
| Shiny crown | Magnificent jewels |
| Adventurous | Messy clothes |
| Shy | |
| Timid | |
| Brave | |
| Daring | |
| Elegant clothes | |

The children will use the adjectives they collected from the previous lesson and apply them to their own sentences to create a character description.



The children will aim to use exciting adjectives, commas and connectives.

Can you spot... Adjectives

Nouns

Connectives

She had

She was

MY TURN

What does excellence look like?

Queen Victoria was the Queen on England from 1837-1901.

She was very powerful and important.

Also, she had brown hair and a friendly smile.

Moreover, she was adventurous and brave because she wants to go swimming.

In this lesson, the children will use their inference skills to look at images from the book and analyse what emotions the characters might be feeling at different points.



How does Queen Victoria feel here?



How does Queen Victoria feel here?

The children will then use these images to answer inference questions based on these deductions.

We are going to put our detective hats back on. Can you spot the different feelings that the Queen is feeling through out the book?

The children will be analysing features of a diary. For example, 'Dear diary', the use of the pronoun 'I' etc.

Colloquial Language

You should try to use colloquial language.

Follow a "Diary Style"

Start each entry with a date and "Dear Diary".

First person

Remember to use personal pronouns (in particular I/Me)

Chronological order

Your diary should be in time order, using adverbials.

Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

HOW TO WRITE A DIARY

Plan: Topics

A diary is about what has already happened.

Detailed descriptions

Remember to use more than one sense, to make your description more imaginative. Similes and metaphors can also be effective.

The children will then apply this knowledge of diary entries and draft their own diary entry in the perspective of Queen Victoria using their prior learning from this week.

Dear diary,

Today was an amazing day! My dreams came true.

Recently, I have been feeling so sad because I could not go swimming in the beautiful sea.

Suddenly, we came up with a brilliant idea to create a bathing machine.










I was rolled out into the deep sea and jumped in! Splash! What an amazing day. From Queen Victoria

They will use what they have inferred about her personality and feelings throughout the book.

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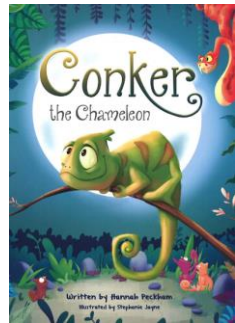
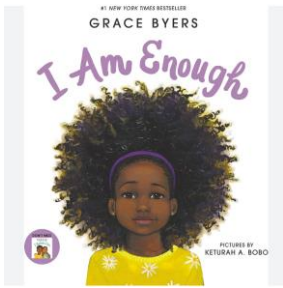
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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<p>Phonics</p> 	<p>Recap the Year 1 ff grapheme using the flashcards provided. Children to sort the images into ci or cy</p> <p>Today sound – ci, cy</p>    <p style="font-size: small; text-align: right;">Merrill-Lewis Phonics Ltd</p>	<p>Recap the Year 1 nk grapheme using the flashcards provided. Teach the ce ending is common where the e makes no sound (dance prince).</p>    <p>Children to play the flashcard game. The flashcards are distributed around the classroom/hall/playground floor. Children go on a 'whispering reading walk' in pairs. Once the flashcard is reached, the children read it very quietly.</p>	<p>Recap the Year 1 tch grapheme using the flashcards provided.</p> <p>Teach</p> <ol style="list-style-type: none"> Use the PowerPoint. Read the kn words. Look at know/knew and knife/knives. Sing 'The Knocking Knees Twist'. Watch the 'The Knocking Knees' video. Ask the class to make the Silent Ghost action (put your finger in front of your lips, silent letters make no sound) every time they hear a soft kn word. Can the children remember all of the soft kn words in the song? <p>Knocking Knees Twist</p> <p>_____ your _____ together I _____ Do the _____ at night Do the _____ at night</p> <p>_____ your _____ together I _____ Do it right Do it right</p> <p>_____ your grandma's _____ _____ your grandma's _____ Tie them in a _____ Tie them in a _____</p>  	<p>Recap the Year 1 ve grapheme using the flashcards provided.</p> <p>Teach</p> <ol style="list-style-type: none"> Download the flashcards. Use these to recap kn and the highlighted features from yesterday's lesson. Together can the class recall the kn words in the song 'Knocking Knees Twist'? <p>Recap know/knew and knife/knives.</p>	<p>Read through c and kn words on the PowerPoints. CEWs</p> <p>Add the <u>Year 2 CEWs</u> flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.</p> <p>CEW focus –</p> <p>old gold hold cold told – all have an open syllable o, which makes the long O sound.</p> <p>wild child climb – all have an open syllable i, which makes the long Yellow I sound.</p> <p>climb also has a silent b. Note that the plural of child is children, which does not have a long i sound.</p>
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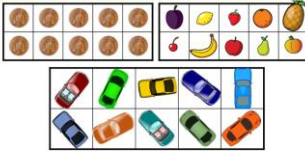
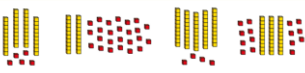
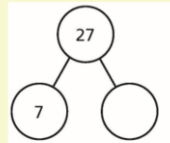

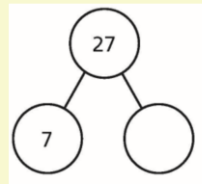

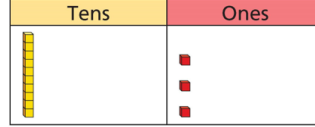
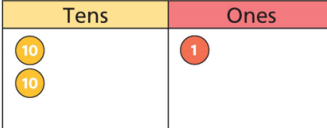
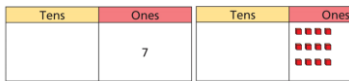
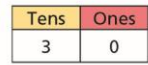
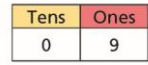
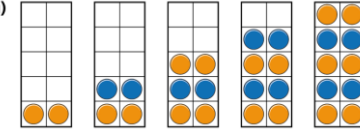


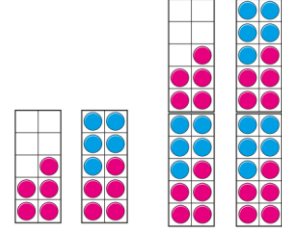

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<p>Class Text – Reading Aloud 10-15 mins each day</p>				
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to write and read numbers to 100.</u></p>	<p><u>LI: We are learning to add tens and ones.</u></p>	<p><u>LI: We are learning to partition numbers using place value chart.</u></p>	<p><u>LI: We are learning to count in 2's.</u></p>	<p><u>LI: We are learning to count in 5s and 10s</u></p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key vocabulary Tens Ones More Less Numeral Words</p> <p>Key questions How many tens and ones? Which number is largest? Which number has more tens? How many more?</p>	<p>Key vocabulary Tens Ones Partition Part whole Greater Smaller</p> <p>Key questions How many tens? How many units? Can you add the tens and ones? What method will you use?</p>	<p>Key vocabulary Tens Ones Partition Part whole Place value Chart</p> <p>Key questions How many tens? How many units? Can you complete the place value chart?</p>	<p>Key vocabulary Count Twos Even Number track Pairs Equal Groups</p> <p>Key questions How many pairs of 2 here? How many 2's in 33? Can you count in 2's from 34? Can you count back in 2s?</p>	<p>Key vocabulary Count Tens Fives Even Odd Number track 100 square Pairs Equal Unequal Groups</p> <p>Key questions How many groups of 10? How many groups of 5? How many 10's in 30? Can you count in 10's from 70?</p>

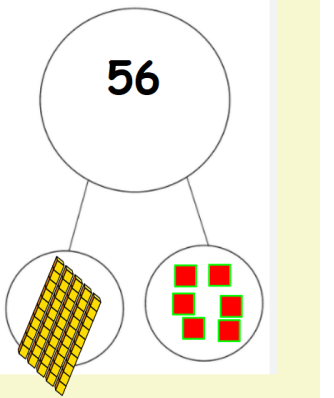


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					Can you count back in 5s 55? Will 14 be in the 5 times table?																																																																																																				
<p>Activities</p>	<p>How many objects altogether?</p>  <p>Which image is NOT 45?</p>   	<p>Complete the sentences to describe each number.</p> <p>a) 39 has <input type="text"/> tens and <input type="text"/> ones.</p> <p>b) 70 has <input type="text"/> tens and <input type="text"/> ones.</p> <p>c) 12 has <input type="text"/> ten and <input type="text"/> ones.</p>   <p>Children to choose a 2-digit number such as 24. Children to show the addition sum to total 24 using the tens and ones.</p> <p>20 + 4 = 24</p>	<p>What numbers do these place value charts show?</p>   <p>Show 47 on the place value chart?</p>   $\square + \square = \square$  $\square + \square = \square$	<p>Children to count in 2's using different images and resources to help.</p> <p>What are the numbers?</p> <p>a) </p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>How many flowers are there?</p>  <p>There are <input type="text"/> flowers.</p> <p>Circle 14 socks.</p>  <p>Complete the number tracks.</p> <p>0 10 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 40 30 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p>	<p>Children to count in 5's and 10s from zero and any given number. – children can use 100 square to identify patterns.</p> <p>1 What are the numbers?</p>  <p>How many spots are there in total?</p>  <p>There are <input type="text"/> spots in total.</p> <table border="1" data-bbox="1803 1005 2139 1252"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> <p>Count forwards and backwards in 10s from 64</p> <p>64 <input type="text"/> <input type="text"/> <input type="text"/></p> <p>64 <input type="text"/> <input type="text"/> <input type="text"/></p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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	 <p>$50 + 6 = 56$</p>	<p>24 has 2 tens and 4 ones</p>  			<p>Complete the number tracks.</p> <table border="1" data-bbox="1809 220 2134 260"><tr><td>5</td><td>10</td><td>15</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <table border="1" data-bbox="1809 288 2134 328"><tr><td></td><td></td><td></td><td></td><td>35</td><td>30</td><td></td><td></td><td></td><td></td></tr></table>	5	10	15												35	30				
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Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

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LI: We are learning to explore how a composer uses timbre to create character and responding to the music through art.

In this lesson, children will -

Get moving and warmed up with I once saw an elephant. They will listen to two movements from Carnival of the animals – ‘Fossils’ and ‘The swan’. Moving on to identify how the choices of instruments create character.

Key words

- **Timbre:** violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano.
- **Pitch:** high, low.
- **Tempo:** fast, slow.
- **Other:** articulation (smooth, detached), character (flowing, jittery, brittle etc.).

Land, water, or sky?



- Where in nature might this animal live? Land, water, or sky?
- What animal do you think this might be? How does it move?
- What words would you use to describe this animal?
- Describe the sound the cello makes. Is it smooth or scratchy?

LI: We are learning to identify features of a synagogue.

In this lesson children will learn about the synagogue which is a Jewish place of worship. They will learn about the rules when entering a synagogue along with the important objects you can find and their significance such as the Torah.

Week commencing 11 th September 2023				
LI: We are learning to identify features of a synagogue.				
The Siddur	memorial board	Word Book	The Bimah	Eternal Light
The Torah	Synagogue	Hebrew	Rabbi	



Fundamentals L2

LI: To develop changing direction and dodging.

Warm Up and Intro:

Safe space:

Pupils stand in a space. Pupils begin jogging around, moving in and out of each other. **Move into space away from others. Put weight into the front of your feet to help you to stop in a balanced position and avoid others.** Change the movement they are doing e.g. skipping, jumping and side-stepping.

Skill Development:

Domes and dishes:

Using the cones laid out turn half the cones pointing upwards like a dish and half the cones pointing downwards like a dome. Split the class into two teams and ask them to begin on opposite start times. Assign each team either ‘dishes’ or ‘domes.’

- Domes turn all of the cones over to make them dishes.
- Dishes turn the cones up to make them dishes.

Play for two minutes. On the command ‘stop,’ pupils hold their hands up (to stop them turning any more cones) and go back to their start line. Count the cones to see which team has the most cones turned over their way? Reinforce the teaching points and repeat the game.



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Invasion Games L2

LI: To understand that scoring goals is an attacking skill and to explore ways to do this.

In groups of four with the following equipment, groups set up two rows of four cones 3m apart.

- one beanbag
- one playground ball
- one tennis ball
- one hockey stick
- one air flow ball

Pupils begin at a start cone with one piece of equipment (or two if using the air flow ball and hockey stick).

- Without leaving their start cone pupils try to score by hitting the cone opposite them with their ball.
- They each have three attempts then change equipment with someone in their group.
- Pupils decide what type of shooting skill to use to hit the cones. What type of shot is best to perform with the different objects?



PSHE - Jigsaw

ART – Kapow

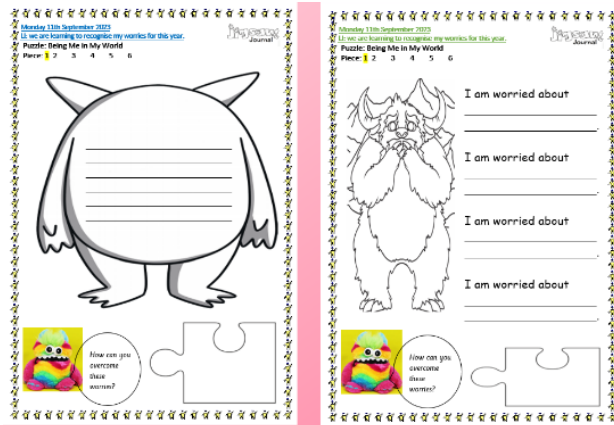
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LI: We are learning to identify some of my hopes and fears for this year

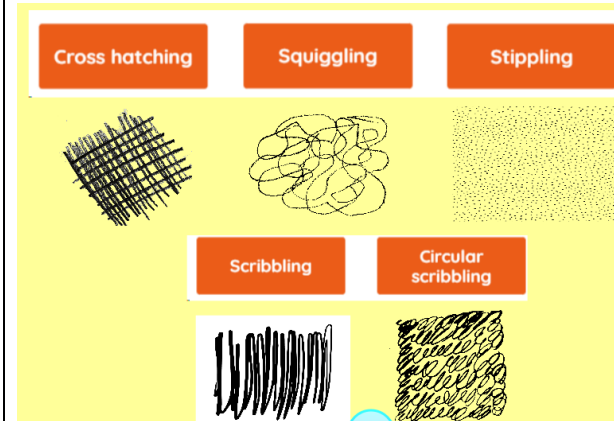
Within this lesson, children will discuss and share their worries for the year. We will spend time exploring these and discuss the strategies and help available to support these worries. Children will use their sentence stems and key vocabulary to structure their thoughts.

Vocabulary
Worries
Hopes
Fears



LI: We are learning to experiment with mark making to create texture.

Today the children will learn about different mark making techniques to create texture in their work. Children will look and feel different objects and using mark making, will use charcoal and colouring pencils to draw them.



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Science - Wellington Curriculum

LI: we are learning to explore and identify the features of a woodland habitat

Within this introductory lesson, children will use the knowledge organiser to review and begin to understand what they will learn in their unit - Habitats.

Habitats

What is a habitat?

A habitat is a place where plants and animals live. There are many different habitats on Earth, including:



Every habitat provides the things that plants and animals need to survive:

- **food** to provide nutrients for energy and growth
- **water** for plants to make food and stand upright and for animals to stay alive
- **shelter** for protection from weather and predators
- **space** to grow, feed and have offspring

Living and non-living things

Habitats contain living things, such as plants and animals, and non-living things, such as dead plants and animals, rocks and water. Living things can be identified because they carry out the seven life processes:

- moving
- breathing
- using their senses
- feeding
- getting rid of waste
- producing offspring
- growing

Identifying plants and animals

Many different plants and animals live in a habitat. Unknown plants and animals can be identified using spotting sheets. Observations of their physical features and behaviour can be compared with pictures and descriptions of plants and animals on the spotting sheet to find a match.

Woodland habitat

Woodland habitats are green, damp and shady. They contain living things, such as oak trees and squirrels, and non-living things, such as rocks and streams. Woodland habitats provide everything needed for its living things to survive and grow.



Food chains

A food chain shows how energy from food is transferred from plants to animals in a habitat. The arrow between members of a food chain means 'is eaten by'. Food chains start with a plant because plants make their own food using sunlight. Plants are eaten by animals, some of which are eaten by other animals. Predators are animals that eat other animals. Prey are animals that are eaten.



In this food chain, the grass is a producer because it makes its own food from sunlight. It is eaten by the water vole, a herbivore, which is eaten by the stoat, a carnivore. The stoat is the predator, and the water vole is its prey.

They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

They will explore the features of a woodland habitat and complete activities to deepen their understanding.

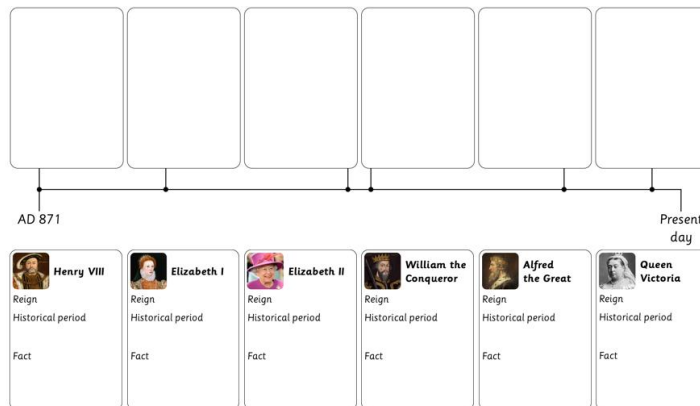
Topic (History and Geography) – Wellington Curriculum

LI: We are learning to identify what we already know about the monarchy.

LI: We are learning to create a timeline on significant figures.

In the first half of the lesson, children will be introduced to the term monarchy and its definition. Then, we will brainstorm what we already know about the monarchy.

Next, children will learn briefly about the 6 significant figures we will cover this term. They will learn their names, a fact and how long their reign was. They will create a timeline in their books of these figures along with writing facts they have learnt.



Computing – Barefoot and Teach Computing

LI: We are learning to identify the uses of information technology in the school

Learners will consider common uses of information technology in a context that they are familiar with. They will identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.

IT in school

To help you do a job	To talk to people
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Weekly Overview of Learning

Year Group: 2 Week beginning: 11.9.23

You are now going to explore a **woodland habitat**. Think about all the living and non-living things you observe in the habitat and how the food, water, shelter and space they provide help animals and plants to survive.



Key vocabulary -

camouflage The ability to hide or blend in with the surrounding habitat.

identify To recognise something and say what that thing is.

mimicry When a living thing copies the appearance or behaviour of another animal, plant or object.

nutrient A substance that plants and animals need to grow, live and stay healthy.

offspring The young of an animal or plant.

quill A long, sharp spine found on some animals, such as porcupines.

Weekly Overview of Learning

Year Group: 2 Week beginning: 11.9.23

Homework

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

Reading and spelling.

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.

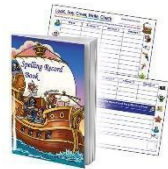
Try and login to **Bug Club** and **Reading Eggs**.



Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.

Remember to write your spelling sentences in your purple reading task book.



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?

Hampton Court Palace Trip

Pine and Sycamore Wednesday 4th October
Aspen and Chestnut Friday 6th October

Check classroom windows for PE days.

Welcome meeting – 13th September

Pine and Sycamore parents in Sycamore class 3:30
Aspen and Chestnut parents in Aspen class 3:30