

Weekly Overview of Learning

Year Group: 2 Week beginning: 13.11.23




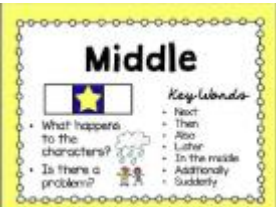
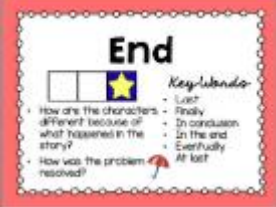


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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to sequence a story.</u>	<u>LI: We are learning to apply connectives to a story.</u>	<u>LI: We are learning to apply connectives to a story.</u>	<u>LI: We are learning to orally retell a story.</u>	<u>LI: We are learning to use expanded noun phrases to describe a character.</u>
Speaking and Listening Focus	We are learning to orally rehearse our writing.	We are learning to participate in discussions.	We are learning to use connectives to aid meaning.	We are learning to gain and maintain the interest of the listener.	We are learning to orally describe a character.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key Vocabulary Order Sequence Retell Oracy Connectives</p> <p>Key Questions What happened first? What happened in the middle? What happened at the end? Which part was your favourite?</p>	<p>Key Vocabulary Order Sequence Retell Oracy Commas Connectives First In the beginning After that</p> <p>Key Questions What happened first? What connectives do we use for the beginning of the story? What happened in the middle?</p>	<p>Key Vocabulary Order Sequence Retell Oracy Commas Connectives Next, Suddenly At the end</p> <p>Key Questions What connectives do we use in the middle of the story? What happened in the end? How do you feel about the ending? If you could change the ending, what would you</p>	<p>Key Vocabulary Order Sequence Retell Oracy Pitch Pace Tone Expression</p> <p>Key Questions What expression would each character show? Which part of the story are you retelling?</p>	<p>Key Vocabulary Adjective Noun Pudsey Children in need Charity Spotty Personal adjectives Physical adjectives</p> <p>Key Questions What nouns can we use when looking at Pudsey? What adjectives can we use to describe Pudsey?</p>

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			<p>make happen?</p>		
<p>Activities</p>	<p>In this lesson, the children will be recalling what happened in 'The Gruffalo' story.</p> <p>We will begin the lesson by talking about what a sequence/order is.</p> <p>We will look at different ways you can sequence a story.</p>  <p>The children will then work in partners to order the different parts of the story using connectives.</p>  <p>Finally, the children will endeavour to write these</p>	<p>Today, the children will use their sequence from yesterday and begin to write their retell of 'The Gruffalo' story.</p>  <p>The children will begin by recalling what happened at the beginning, middle and end of the story.</p> <p>The children will then start to write the beginning of retell.</p> <p>We will discuss what connectives would be most appropriate to use at the beginning of the story for example: At the beginning.</p> <p>After that, the children will reread and edit what they have written.</p>	<p>In this lesson, the children will continue with their 'retell'.</p> <p>They will be focusing on the middle and the end of the story.</p> <p>We will be looking at what connectives most suit the middle and the end of a retell.</p>   <p>The children will be trying to add as much detail to their retell as possible. For example: Using 'Then, the little, brown mouse travelled</p>	<p>Today, the children will be retelling the story of the Gruffalo to the class.</p> <p>We will begin by getting into groups.</p> <p>We will then organise which group is going to retell which section of the story.</p>  <p>The children will then organise who is going to be what character from the story and will rehearse what they are going to say.</p> <p>For the main part of the lesson, the children will perform their different parts of the story to the rest of the class.</p> <p>We will practice being active speakers and listeners.</p>	<p>Today, it is Children In Need!</p> <p>The children will be having lots of fun whilst also thinking about why this day is important.</p> <p>After our visit from Pudsey, the children will be collecting adjectives and nouns to describe Pudsey.</p>  <p>The children will then use these adjectives and nouns to create expanded noun phrases about Pudsey.</p>

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	parts of the story into sentences.		back through the deep, dark woods.'		
			Once the children have finished, they will read over their work and make sure they have retold the story in the correct order.		

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Phonics  Term 2 – week 1	In this lesson, the children will be focusing on the w-a (o) grapheme. 1. Use the PowerPoint.. Sometimes the letter 'a' after a w, sw or qu makes the 'o' sound. This occurs in some common words. Look at forming the past tense. 2. Watch the 'Swapping Song' video. Ask the class to make the Tricky Witch action every time they hear a w-a (o) word.	Today we will recap the w-a (o) grapheme and the highlighted features from yesterday's lesson. – want wanted what watch are common words Use flashcards to also recap sw words – swan, swop qu words – squash, quantity The word 'salt' is unusual as it the 'a' makes an 'o' sound after 's'. Select a flashcard game to play.	Today children will be learning the w-or (er) grapheme. There are only a few words but there are common. 2. Watch the video 'Worm Work'. Ask the class to make the Tricky Witch action every time they hear a w-or (er) word. 3. Download the activity. Copy the worm sentence. Write the	1. Download the flashcards. Use these to recap the w-or (er) grapheme and the highlighted features from yesterday's lesson. – patterns in words help identify this grapheme. – recap the patterns. 2. Complete the Word Search for w-or (er) words.	Children will be looking at CEW. Focus on the words below, pointing out where the monster makes a sound. after again – have a general north/south variation in pronunciation. after – of the 'a' grapheme. again – of the 'ai' grapheme. sure sugar – both have a tricky 's' that makes a 'sh' sound.

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	<p>3)Activity</p>	<p>2. Word Art – use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, in cursive or in print. The key focus is on memory.</p>	<p>'Worm Work' sentence in the space provided.</p>	<p>Wordsearch Year 2 Graphemes Tricky Words: i or after w (er)</p>	<p>Children will create flash cards for their books.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen</p>	<p>Chestnut</p>	<p>Pine</p>	<p>Sycamore</p>	

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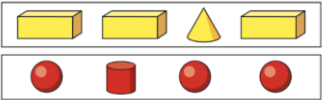



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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to sort 3D shapes.</u>	<u>LI: we are learning to make patterns with 2D and 3D shapes.</u>	<u>LI: we are learning to review our understanding of 2D and 2D shapes</u> <u>LI: we are learning to explore what we already know about money.</u>	<u>LI: We are learning to count money in pence.</u>	<u>LI: we are learning to count money in pounds £.</u>
Key vocabulary and key questions	<p>Key Vocabulary 3D shapes sorting</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How can you sort these shapes? • How do you know this shape is in the correct group? • Which shape is the odd one out? • Why do some shapes go into the same groups? 	<p>Key Vocabulary 2D 3D shapes patterns repeating symmetrical</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What shapes can you see in the pattern? • Which shapes are repeating? • What would be the next shape in the pattern? What would be the shape after that? What would the 10th shape 	<p>Key Vocabulary 2D 3D shapes vertices edges sides symmetrical money pence</p> <p>Key Questions</p> <ul style="list-style-type: none"> What is a vertex? What is a side? What are the properties of a cube? Which 2D shapes make a cuboid? How many curved faces does a cylinder have? 	<p>Key Vocabulary money pence worth adding subtracting 5p coin</p> <p>Key Questions</p> <ul style="list-style-type: none"> What is this coin worth? • Which coin is worth more? • How many are there? • What is the total value of 1p/2p/5p/10p coins? • How does counting in 2s help you to count in 20s? • How much money is there 	<p>Key Vocabulary money pence coin pounds worth adding subtracting £5</p> <p>Key Questions</p> <ul style="list-style-type: none"> What is this coin/note worth? • Which coin/note is worth more? • How many are there? • What is the total value of £1/£2 coins? • What is the total value of £5/£10/£20/£50 notes? • How much money is there

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	<ul style="list-style-type: none"> • Is there another way to sort these shapes? • Which other shapes can go into this group? 	<p>be?</p> <ul style="list-style-type: none"> • Is the pattern repeating or symmetrical? 		<p>altogether?</p> <ul style="list-style-type: none"> • Which coins did you count first? 	<p>altogether?</p> <ul style="list-style-type: none"> • Which did you count first?
<p>Activities</p>	<p>In this small step, children sort 3-D shapes in a variety of ways, including using the properties they learnt earlier in the block. Children begin by sorting a range of everyday objects, looking at groups of shapes and identifying the odd one out. Children explore sorting shapes into a range of different groups and thinking about how some shapes have been sorted. They may notice that some shapes go into similar groups, for example a cube and a cuboid, and could think about the reasons behind this.</p> <p><small>In each group, what is the name of the shape that is the odd one out?</small></p> 	<p>In this small step, children use their understanding of 2-D and 3-D shapes to identify and create patterns. Children need to be able to identify and name shapes to help them describe the patterns accurately. They look at patterns made up of only 2-D or only 3-D shapes, before looking at patterns that are made up of both.</p> <p><small>Draw the next two shapes in each pattern.</small></p>  <p><small>What is the 10th shape in each pattern?</small></p> <p><small>Continue the pattern.</small></p>  <p><small>What are the names of the shapes in the pattern?</small></p>	<p>In this lesson, children will complete a mini quiz relating to their learning in this unit of work. Children will have the opportunity to discuss and consolidate their learning.</p> <p>1 Match each shape to its name.</p>  <p>pyramid cylinder triangular prism cone</p> <p>They will then complete a diagnostic quiz on money which will be the next unit of study.</p>	<p>In this small step, children count money in pence. They should be able to recognise coins based on their real-life experience, as well as earlier learning in Year 1, but may need a quick recap on each coin and its value. They may need to be formally introduced to the term “worth” and its meaning in this context. Although children may have seen values written as, for example, “5p” meaning 5 pence, some might need to be explicitly introduced to this notation. Children use their knowledge from place value and addition and subtraction to find the total value of a set of coins, with all answers being less than £1. They should be able to count up in 1ps, 2ps, 5ps and 10ps, and use related</p>	<p>In this small step, children count money in pounds. They should be able to recognise both notes and coins based on their real-life experience, as well as earlier learning in Year 1, but may need a quick recap on each note or coin and its value. Although children may have seen values written as, for example, “£5”, meaning 5 pounds, some might need to be explicitly introduced to this notation. Children use their knowledge from place value and addition and subtraction to find the total value of a set of notes and coins. All answers will be less than £100. They should be able to count up in £1s, £2s, £5s and £10s, and use related facts to count up in £20s, as well as being able to find the total of mixed sets of notes and coins. Children do not need to count beyond 100,</p>

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				<p>facts to count up in 20ps, as well as finding the total of a mixed set of coins. Children do not need to convert between pounds and pence, so while they must be able to recognise a 50p coin, they do not need to count up in 50ps.</p> <p>How much money is in each box?</p> 	<p>so while they must be able to recognise a £50 note and know that two £50 notes are £100, they do not need to go beyond this.</p> <p>Count the money.</p>  <p>Complete the sentences to count the money.</p> <ul style="list-style-type: none"> ▶ There is _____ £50 note. ▶ The total value is £ _____ ▶ There are _____ £1 coins. ▶ The total value is £ _____ ▶ There is £ _____ altogether.
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: we are learning to Perform our class bird-inspired composition.</u></p> <ul style="list-style-type: none"> ● Spend 5 minutes putting your birdsong piece from last lesson back together. 	<p><u>LI: We are learning to sequence the story of Rama and Sita.</u></p> <p>Watch the video on BBC website of the story of Rama and Sita.</p> <p>Children to order the images and write a sentence about the 6 main parts of the story.</p>	<p><u>L3 Team Building</u></p> <p><u>LI: We are learning to create a plan with a group to solve challenges.</u></p> <p>30 Skill Development</p> <p>Pass the ship:</p> <ol style="list-style-type: none"> 1 The whole class stands holding hands in a circle. There are four different coloured hoops placed over linked hands at different points in the circle. The task is to pass the hoops around the circle without breaking hands. Note the time it takes for the hoops to return to their starting positions. 2 Q: How were you successful? Share ideas and repeat the task, challenging pupils to try to beat their time. Watch as you pass the hoop to the next person, it may help if you lift your hand high as they try to get it over their head. 3 In teams of five with one hoop. Pupils stand in a circle and hold hands. Pupils must get the hoop to travel all the way around the circle and back to the start without letting go of their hands. Which group is the fastest? Make this harder by blindfolding one member of the team. 

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- Place your biggest xylophone at the front of the room with just these notes on it (any octave is fine).
- Select one child to come forward and play a solo on the xylophone whilst everyone else continues playing their gentle shimmering sounds underneath. If you can't hear the solo, the shimmer is too loud!
- Now it's time to put all your music together to make one piece. You should have the following:

Birdsong patterns layered up with silent counting in between (from Lesson 2).

'Lark' solo(s) taking off and landing, with shimmer (from Lesson 3).

- Ask your children to decide on an order for these events and practise it until it is the same every time.
- Perform your new piece to an audience or make a video recording to share with others.



Rama Sita Hanaman Ravana lights monkey war cave prisoner kidnapped

Cross the sea:

- In groups of five with three hoops. Pupils must get to the other side of the sea (teaching area) without stepping in the sea. Give the pupils 1 minute to discuss what they are going to do before starting the race.
 - Pupils discuss the effectiveness of their group and how they could improve. Then repeat the task again.
- Share ideas and listen to each other before deciding on a solution. Listening to other people might give you an idea that you hadn't thought of.
Make this easier by giving the teams more hoops.
Make this harder by specifying that someone must be either inside or in contact with the hoops at all times or they will lose the hoop.



L3 Target Games

L1: We are learning to develop striking at a target.

10 Miss Warm Up and Introduction

Teacher note: this lesson focusses on striking a ball to a target. Golf clubs are ideal but can be supplemented for tennis rackets.

Striking a ball:

Explain that in some target games, an object is used to strike a ball towards the target. Can they think of any examples?

Teacher note: golf, snooker, croquet.

Target:

- Ask the pupils to find a space. Pupils are going to spell out the word 'target' using different movement patterns. Start by joggling for the letter T. Can pupils think of a different travelling action for the letter A, e.g. sidesteps, hopscotch, hopping. Repeat for the whole word.
Imagine you have paint on the bottom of your feet and you are going to spell out the word as you move. Make each letter as big as you can within the space.

Make this easier by completing the same movement actions as a class.

- Ask pupils for suggestions of other words they have used this unit that they could use in their warm up e.g. golf, ball, throw, aim, release. Support pupils in moving to spell out these words.

Be mindful of others as you move around.

How close?

In pairs with one golf club, one ball and two cones between.

- Pupils begin behind a start line and mark another line as the target line using cones.
- One pupil begins as the hitter and the other the marker.
- The hitter has three hits to try to get as close to the target line as possible.
- They take their first hit from the start line and their second and third hits from where the ball lands on their previous hit.
- The marker places a cone to show how close they got.

Pupils switch roles and their partner tries to get closer. Repeat the game changing the distance of the target line.

Don't hit too hard or you will end up going past the line. Using a bigger, quicker swing will give you more power. Say well played to your opponent.

Make this easier for a pupil by allowing them an extra hit.



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Art – Kapow

LI: We are learning to compose a collage.

This week, children will be using the materials and resources they created last week to make their collages. First, they will do a sketch of their bigger picture to use as a template. Then, children will choose different patterns and materials to fill up their picture.



Think about:

- What shape do you need?
- What colour do you need?
- What texture matches what you are making?
- Will you cut or tear the paper?
- Could you turn the paper shape around?
- Could you overlap it?

PSHE - Jigsaw

LI: we are learning about the pants

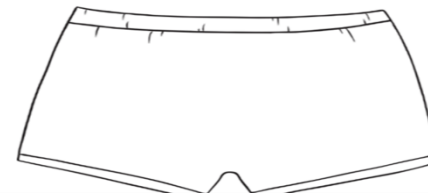


What are the PANTS rules?



PANTS rules.

Design Your Own Underwear



rule. Watch the pants rule video. Children to design their own pants and add some of the

Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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LI: We are learning to identify and name a variety of plants and animals in a range of habitats and microhabitats.

Children will learn the definition of microhabitats and will explore habitats and then identify microhabitats within them. They will look at examples such as

What is a microhabitat?

A microhabitat is a small habitat contained within a larger habitat.



beaches,
woodlands
and parks.

Under logs and stones microhabitat



common earthworm



common woodlouse



millipede



black garden ant



brown centipede



yellow slug



violet ground beetle



moss

LI: To make judgements about significant Queens and describe their impact.

Who is this? what do we know about her?



Look at the information about Queen Victoria:

- Family
- Traditions
- Laws
- Charity



Traditions

decorations afternoon tea 9 children poor families hospitals

charity married Prince Albert



Queen Victoria's family



New laws



Charity work

Children to write how she had an impact on:
Traditions, Family, Law and Charity

LI: We are learning to describe what makes a good photograph.

This week children will discuss what makes a good photograph. They will look at different examples and identify what is wrong with the pictures and how they could improve upon this. Then they will use I pads to practise taking their own photographs.

Taking a good photograph



Positioning: Is it obvious what the main subject of the photograph is?

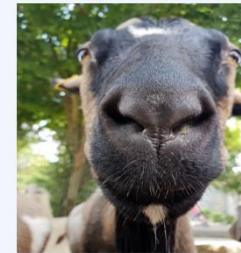


Framing: Have you included everything you want to see?



Subject: Are you close enough that you can see the detail?

How could you improve this photograph?



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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**.

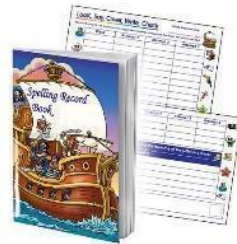


Bug Club



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 your school tie every day.