

Weekly Overview of Learning

Year Group: 2 Week beginning: 15.1.23

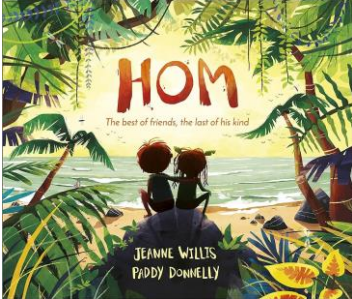
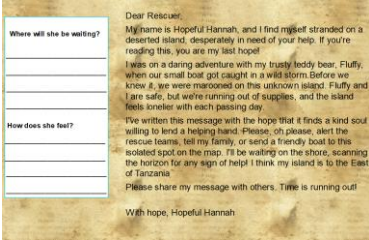
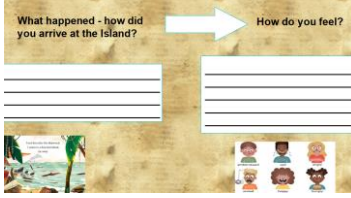
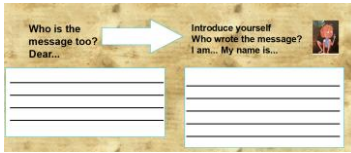


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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to identify the features of a message in a bottle.</u>	<u>LI: We are learning to analyse and comprehend a message in a bottle</u>	<u>LI: We are learning to plan a message in a bottle.</u>	<u>LI: We are learning to plan a message in a bottle.</u>	<u>LI: We are learning to write a stranded message in a bottle.</u>
Speaking and Listening Focus	Retell a familiar story using narrative language and linking words and phrases.	Usually listen carefully and respond appropriately	Hold the attention of listeners by adapting the way they talk.	Recount an event or an experience in sentences, using specifically chosen vocabulary.	Begin to develop and explain their ideas.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary Stranded Marooned Message SOS Help</p> <p>Key questions What are the features of a message in a bottle? Why would he send a message? What would the message say?</p>	<p>Key vocabulary Stranded Marooned Island Worried Nervous Supplies</p> <p>Key questions How does the message start? What does the message include? How does she feel?</p>	<p>Key vocabulary Paragraph Section Help Rescue Coastguard Map Location</p> <p>Key questions Where will she be waiting? Where is the island? Why is she lonely?</p>	<p>Key vocabulary Message Stranded Desert Island Supplies Rescue</p> <p>Key questions How did he feel? What did he do there? Where is the island? How far is the island?</p>	<p>Key vocabulary Message Stranded Desert Island Supplies Rescue</p> <p>Key questions Have you written in the role? (I) Have you included feelings? Have you explained where the island is?</p>

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Activities	 <p>Dear who ever finds my message, If you're reading this, it means you've found my message! THANK YOU! My name is Captain Curlybeard, and I'm stuck on this super-duper tiny desert island. But don't you worry, I'm not scared I'm having a wonderful time! I was sailing the high seas with my trusty parrot, Polly, when a wild storm hit. Blusterin' winds and splashin' waves tossed our ship about like a leaf in the wind, and before we knew it, CRASH! We found ourselves marooned on this teeny-tiny island.</p> <p>Read the example message in a bottle. What are the features? What types of things should you write?</p> <p>Look at the examples and match the features to the correct part of the message</p>	 <p>Read the example message in a bottle. Answer the questions.</p> <p>Why is she stranded?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What does marooned mean?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Children to answer a range of questions about the message. Focus on find a copy. E.g.</p>	<p>Use a flow map to begin to plan message in a bottle.</p>   <p>Children to write in the role of the boy on the island.</p>	<p>Children to plan second part of their stranded message. Focus on:</p> <ul style="list-style-type: none"> • The things they have been up to – children to use the book to explain what the characters have been doing on the island. • How they want to be rescued • Where the island is. 	<p>Children to use their plans from last 2 days and begin to draft message in bottle. Children to use the flow map to help them with each section of the message and images to remember the events. Children to write in role using I.</p> 
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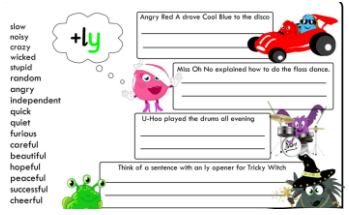
	<p>Who the message is to. Dear...</p> <p>Introduce person who is stranded. My name is...</p> <p>Explains how to person got to the desert island</p> <p>What has the person being doing?</p> <p>Where is the island?</p> <p>Who is message from?</p>	<p>Find the word that describes: Teddy Boat Island</p>			
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> <p><small>Moon?st?elf Phonics</small></p> <p>Term 2 – week 1</p>	<p>Review</p> <p>Recap the Year 1 ph grapheme using the flashcards provided.</p> <p>Teach</p>	<p>Review</p> <p>Recap the Year 1 wh grapheme using the flashcards provided.</p> <p>Teach</p>	<p>Review</p> <p>Recap the Year 1 e grapheme using the flashcards provided.</p>	<p>Review</p> <p>Recap the Year 1 o grapheme using the flashcards provided.</p> <p>Teach</p>	<p>Review</p> <p>Recap the spelling rules using the PowerPoints.</p> <p>CEWs</p>

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<p>1. Use the PowerPoint. Use this to introduce how to use possessive apostrophes. Explain that a possessive apostrophe means that something belongs to someone or something. Look at the rules.</p> <p>2. Download the activity. Complete the worksheet to show which person or people own each item or items. Remember the rules!</p>	<p>1. Use the PowerPoint from yesterday's lesson. Use this to recap the rules for possessive apostrophes. Ask the children if they can give examples using people that they know, e.g. my dad's car. Use the monsters as example characters too.</p> <p>2. Create Signs Ask the children to create some signs to use around the school. The children's playground The teacher's staffroom The girls' toilet The boys' toilet</p>	<p>Teach</p> <p>1. Download the Formative Assessment Form. This is the first Year 1 formative assessment for the graphemes y (long l), al (or), o (u), ey, w-a (o), w-or (er), w-ar (or), ti and i (CEW).</p> <p>2. The class write dictations on lined paper.</p>	<p>1. Download the Flashcards. Show how to form an adverb by adding the consonant suffix ly to an adjective. Explain that adverbs are useful openers that add more description or a picture to writing. Note – words ending in 'l' will have a double 'l' after adding ly. Remember, change root words ending in 'y' change to 'i'.</p> <p>2. Download ly activity.</p> 	<p>Use the Year 1 and Year 2 CEW PowerPoints to recap the CEW words.</p> <p>Teach</p> <p>1. Use the Year 1 and Year 2 CEW PowerPoints. Revise all words, pointing out where the monster makes a sound.</p>
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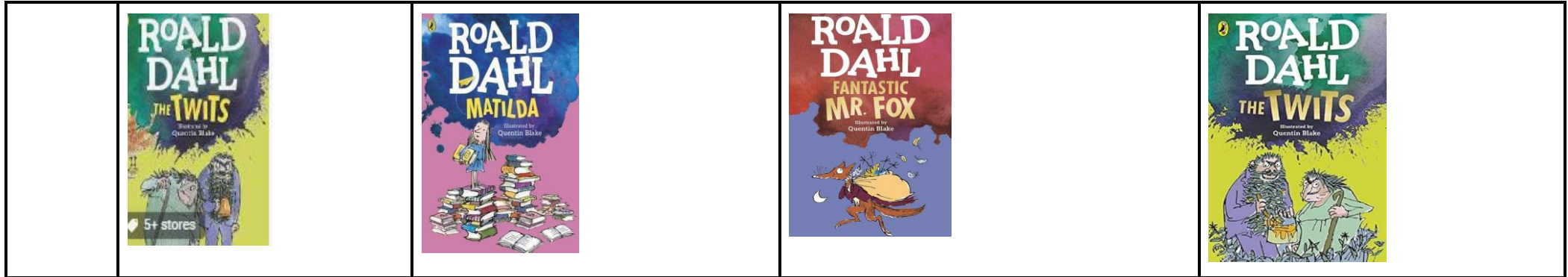
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	<p>Name: _____ Possessive Apostrophes</p> <p>Tom _____ Grace _____ The lady _____ The boy _____ The princess _____ The prince _____ The girls _____ The class _____ Mia _____ Mr Tickle _____ Mr Connors _____ James _____ My mum _____ The children _____ The teachers _____</p>  <p>bear bike book bow cake chocolate cup fries gem ice-cream juice trainers mouse presents rabbit robot sandwich slice of pie plane baby bat</p> <p>monsterphonics.com monsterphonics.com</p>	<p>Katie's peg focus is on memory.</p>    			
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class –</p>	<p>Chestnut Class</p>	<p>Pine Class</p>	<p>Sycamore</p>	

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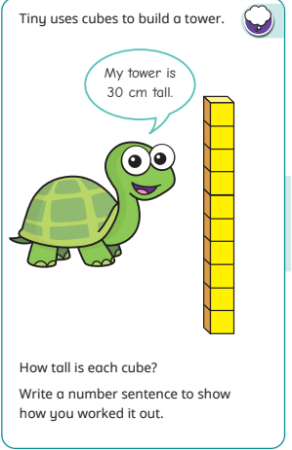


Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to divide by 2.</u>	<u>LI: We are learning to expand our double and halve knowledge.</u>	<u>LI: We are learning to apply our knowledge of even and odd numbers.</u>	<u>LI: We are learning to divide by 10.</u>	<u>LI: We are learning to improve on our 5 times tables.</u>
Key vocabulary and key questions	2 times tables multiplication division grouping/sharing altogether How can the 2 times table help you?	double halve multiply divide What does double/halve mean? How do you double/halve a	odd even 2 times table What is odd/even? How do you know if a number is odd/even?	counting in 10s multiplication divide 10 lots forwards/backwards How can you show counting in 10s? How can you use base 10?	10 times tables multiply divide grouping/sharing base 10 How can the 10 times table help you?

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning to use and understand rhythm in music. We are adding actions to support our understanding.</u></p> <p>In this lesson, we are continuing to practise Grandma rap.</p> <p>They will make up the actions to the next part of the song and rehearse it when in their groups, before performing it to the rest of the class.</p>	<p><u>LI: We are learning to explore and identify different parts of a Church</u></p> <p>In this lesson children will explore inside a church using interactive video and a presentation. They will learn what different parts mean and why they are important.</p>	<p><u>LI: We are learning to develop an understanding of dynamics and how they can show an idea.</u></p> <p><u>Whole Child Objectives</u></p> <p>Social: To work with a partner to share ideas and create.</p> <p>Emotional: To be confident to perform.</p> <p>Thinking: To understand how to use dynamics to show an idea.</p>

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Play the Walk and stop game and move on the spot to Marble machine. Children will show what a crotchet or 'walk' beat looks like and explain it lasts for one beat.

W.C. Monday 15th January 2024
L1: We are learning to explore and identify different parts of a Church

Features of a Church

What is a church? _____ _____	Baptismal Font _____ _____
Who uses churches? _____ _____	Pulpit _____ _____
Alter _____ _____	Bible _____ _____
Cross _____ _____	Pew _____ _____

Garden creatures:

- A Q: Why do we use counts in dance? To know which actions to do when and to stay in time with the music and with other people.
- B Sit pupils in a circle and introduce a clapping rhythm. Clap hands together twice, then slap hands on legs twice: clap, clap, slap, slap. Count with the pupils, 1, 2, 3, 4 (clap 1, clap 2, slap 3, slap 4).

Repeat the rhythm several times.

- C Pupils suggest creatures that they might find in the garden. When pupils slap their legs, they say the name of a garden creature e.g. clap, clap, then whilst performing slap, slap, the pupils say 'spider' or 'lady-bird'. Whole class to perform the rhythm and allow each pupil to take a turn to say their garden creature.

Continue to join in the clapping rhythm whilst taking turns to say your creature name on the slap action.

Busy bees:

Recap the bees dance performed in the previous lesson.

- A Pupils find a space. Play the music and count pupils in, beginning by balancing on the spot for 8 counts.
- B Next, pupils to perform 8 counts of actions on the spot e.g. jumping, spinning, wiggling.
- C Next, pupils travel around the space for 8 counts e.g. jumping, sliding, crawling, skipping.
- D Repeat the three different actions: balance, movement on the spot, travel.

Teacher note: as pupils do not have their own specific space (hoop) to work in, they will need to negotiate the space between each other and look for their own space to travel into.

L1: We are learning to develop an awareness of strength when completing yoga poses.

Whole Child Objectives

Social: To lead a small group safely around the space.

Emotional: To try my best.

Thinking: To recall and select poses from the poses we have learnt.

Arctic poses:

Holding yoga poses helps to develop strength. Q: Why it is important to be strong? We use strength all the time in our everyday lives; carrying heavy school bags, walking, running, climbing and to help us have good posture. It also helps us to have strong muscles and joints so we are less likely to hurt ourselves.

- A Use the video to recap two of the poses learnt in the previous lesson (seal and boat) and teach them the new poses:

To help us be strong in our poses, we can squeeze our muscles.



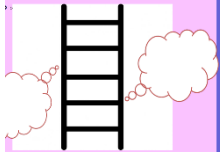
Teacher note: pause the video on each pose so that you have time to check the pupil's technique. The video allows for three breaths in and out on each pose.

- Boat
Balance on your bottom, lifting hands and feet off the floor.
Make this easier by placing hands on the floor.
- Seal
Lie on stomach, push up on hands as far as feels comfortable, curving the back.
- Iceberg
Keep both hands and feet on the floor. Look back towards your knees. Hips up and back, with a flat back.
Make this harder by asking pupils to try to place their heels flat on the floor.
- Bear
Start on hands and knees and lift one knee and the opposite hand off the floor. Repeat on the other side. Keep your hips square to the floor.
Make this easier by lifting just legs.
- Moon
Same hand and foot on the floor. Turn sideways on, trying to keep your whole body in a straight line (a common error is that the hip falls forward). Lift the other arm and leg high in the air. Look up to your hand.
- B Test the pupils' knowledge of the poses by calling them out and asking them to create the pose. Can they hold each pose for three breaths in and three breaths out?

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Art – Kapow	PSHE - Jigsaw
<p><u>LI: We will be learning how to use clay in different ways in order to make a pinch pot</u></p> <p>In this lesson, the children will be using the clay to create their own pinch pots. The children will recap how it is best to manipulate the clay into different positions and what tools are best to help us.</p>  <p>The children will then work in partners to mould their clay, by using their thumb, into a pot shape. Once the clay is in this shape, the children will use the wooden stick tool to create different patterns and allow smaller pieces of clay to be added to the design.</p> 	<p><u>LI: We are learning to set goals and thinking about how achievement makes us feel</u></p> <p>In PSHE this week, we will be particularly focusing on our goals.</p> <p>We will begin by setting our goal. What do we want to achieve and how will this make us feel?</p> <p>We will then be thinking about what steps we will need to take to reach our goal. What will I need to do to be successful?</p> <p>We will discuss what a short term and long term goal is and what realistic steps might be.</p> <p>The children will then independently choose their own goal and write down what steps they will need to take to reach it.</p> 

Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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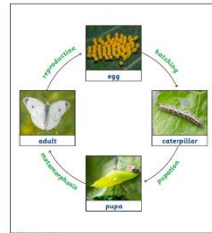
LI: We will be learning about the life cycle of a butterfly and observing each stage to identify how to look after them

Animal survival- Life Cycles

In this lesson, we will be learning how to conduct a scientific observation.

During the summer term, we will be getting our own butterflies! (it is too cold now!)

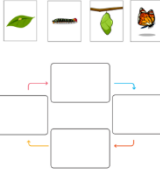
We will be observing what happens during a butterfly lifecycle and thinking about how we will look after the butterflies.



Monday 27th January 2023

LI: We are learning how to conduct a scientific observation.

The lifecycle of a butterfly



Comments about what we observed:

LI: We are learning to explore what impact Christopher Columbus made to be significant.

In this lesson children will explore and investigate the impact Christopher Columbus made in his life and what makes him significant.

Children will learn new vocabulary and answer questions about his life.

Christopher Columbus				
Early Life	Before First Voyage	The First Voyage	Later Life	Impact

Early life



Christopher Columbus was born in 1451 in Genoa, Italy. His father wanted him to take over the family wool weaving business but he wanted to be a sailor. He began working on ships when he was a teenager.

He moved to Portugal and worked as a mapmaker with his brother. He got married and had a son.

LI: We will be learning to programme Bee Bots so that they can follow our instructions



In this lesson, we will be working further with our bee-bots.

We will begin by reminding ourselves what instructions are.

We will then discuss the buttons we can use to make the bee-bot move. Finally, we will discuss how to sequence movements to get the bee-bot to arrive at a specific location.



Children will then make the bee-bot follow instructions to get to different parts of our map.

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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.

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**.

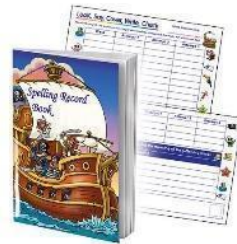
Your teacher will check, mark and sign your work once a week.

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?