

Weekly Overview of Learning

Year Group: 2 Week beginning: 15.4.24

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| English Reading and Writing | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|--|--|--|
| | <u>LI: We are learning to identify and sort features of fiction and nonfiction books</u> | <u>LI: We are learning to understand and explain which features are used in nonfiction books.</u> | <u>LI: We are learning to retrieve facts from a nonfiction text</u> | <u>LI: We are learning to collect facts.</u> | <u>LI: We are learning to design a front and back cover for a book.</u> |
| Speaking and Listening Focus | Take turns and use eye contact | Use topic words such as: Fiction Non-fiction Title Author Caption Glossary Index Contents | To speak in full sentences | To recall facts about UK | To take turns when talking |
| Key vocabulary and Key Bloom's higher order thinking questions | <u>Key Vocabulary:</u> Fiction Non fiction Title Author Caption Glossary Index Contents <u>Key Questions:</u> | <u>Key Vocabulary:</u> Fiction Non fiction Title Author Caption Glossary Index Contents | <u>Key Vocabulary:</u> Facts Opinion Caption Picture Title <u>Key Questions:</u> How does the information in this book relate to your own | <u>Key Vocabulary:</u> Facts Title Opinion True False <u>Key Questions:</u> What topic are you researching? | <u>Key Vocabulary:</u> Blurb Front cover Back cover Author Price Bar code <u>Key Questions:</u> |

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| | | | | | |
|--|---|--|--|--|---|
| | <p>Can you identify the main idea or purpose of the book? What kind of information do you expect to find in this book? How is the information organised? (e.g., chapters, headings, diagrams) Can you find any keywords or glossary terms? What do they mean? Are there any special features in the book? (e.g., photographs, maps, charts)</p> | <p>Key Questions: Can you distinguish between facts and opinions presented in the book? How does the author support their ideas? (e.g., examples, evidence) What questions do you have after reading this book? How does this book compare to other non-fiction books you've read on similar topics? Can you summarise what you've learned from this book in your own words?</p> | <p>experiences or the world around you? What new vocabulary words did you encounter? Can you define them?</p> | <p>What do you already know about this topic? What do you want to find out? Can you name some keywords related to your topic? Where can you find information about your topic? (e.g., books, websites, videos) Can you describe the pictures or illustrations you see related to your topic? How can you tell if the information you find is true or not?</p> | <p>What image or scene represents the essence of the book? How can you make the title stand out and be easy to read? Can you include any visual effects or textures to make the cover more interesting? What font style and size would best fit the book's genre and tone?</p> |
|--|---|--|--|--|---|

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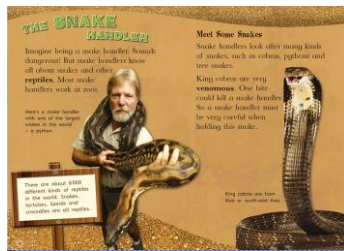
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Activities

| | | | |
|---------------------------|-----------------------------------|------------------|-------------------------|
| glossary | not real | characters | photographs |
| beginning, middle, end | index page | animals can talk | problems and solution |
| facts | setting | contents page | should be read in order |
| headings and sub-headings | does not need to be read in order | labels | gives information |
| tells a story | illustrations | read for fun | diagram |

Look at the features of nonfiction. Label them on the example pages. Sort the features in fiction and non fiction.

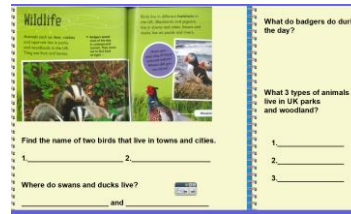
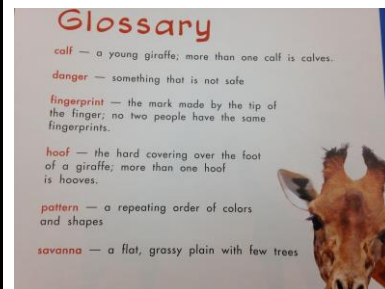


| Text Feature | Description |
|--------------|--|
| | a real-life picture of the item being explained |
| | this section includes words that are listed in alphabetical order with a definition |
| | words that briefly explain a photograph or illustration |
| | a drawing of the item being explained |
| | tells the reader what information they will find in the following paragraphs |
| | a list of headings within the book and the page number where you can find that heading |
| | often a word that is important to the subject of the text or a difficult word that the reader may not know |
| | included at the top of the text to tell the reader what the entire text is about |
| | a word that points to a specific part of a photograph or illustration and tells you the name of that part |
| | an alphabetical list of key topics, usually in the back of a book, with page numbers of where to find them |

Look at the descriptions of the features – what feature does this describe?

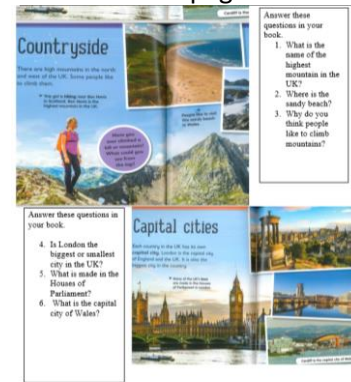
Cut out the features and explain what they are.

| table of contents | label |
|-------------------|------------|
| heading | caption |
| illustration | subheading |
| photograph | index |
| bold word | glossary |



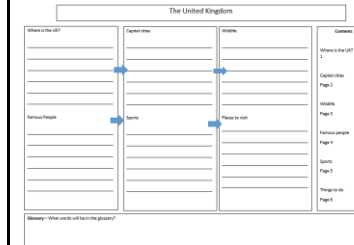
Look at a page from a nonfiction book and answer the questions.

Have you used the facts given? Can you find the answer on the page?

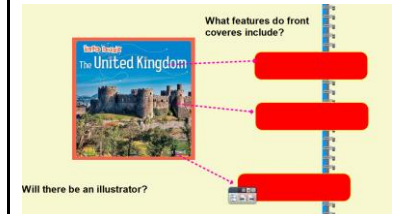
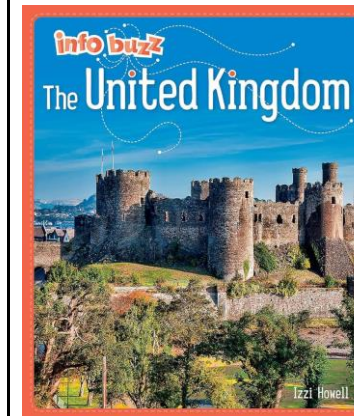


Children to collect facts on the UK for their own book.

Children collect facts under 6 different headings.

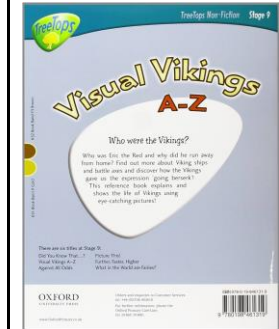


Use the book to help retrieve the facts



What are the features of a front cover?

What about a back cover?




Children to create front and back cover design for their book on the UK

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| Additional Literacy Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|---|---|---|--|--|
| <p>Phonics</p>  <p>Term 3 - Week 1</p> <p>This week reviews the wr grapheme and adding suffixes to wr words.</p> | <p>Review</p> <p>1. Download the grapheme flashcards. As a class, speed read the colour-coded graphemes. Repeat with the plain-text flashcards.</p> <p>Teach</p> <p>2. Download the activity worksheet. Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes.</p> <p>fridge rice knock wrote badge space know wrap</p> <p>3. Watch the video 'Nothing Like My Other Brother'. Ask the children to make the Tricky Witch (wave a pretend wand) action every time they hear a o (u) word. Can the class recall all of the o (u) words in the song?</p> <p>4. Use the Read-Write-Colour section of the activity worksheet to recap the o (u) words. Ask the class to add</p> | <p>Review</p> <p>1. Use the PowerPoint. Use this to review the g 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.</p> <p>Teach</p> <p>2. Download the activity. Complete the following grammar activities:</p> <p>+ ing Machine Time Machine More than One Machine</p> | <p>Review</p> <p>Review the CEWs: water parents beautiful</p> <p>Teach</p> <p>1. Download the activity worksheet. Children complete the cloze procedure activity by adding the missing o (u) words.</p> <p>2. Review the CEWs: water parents beautiful Ask the children to write these words in colour-code on the activity worksheet.</p> <p>3. Working in pairs, children take turns to dictate and write sentence dictations with their partner.</p> | <p>Review</p> <p>Teach</p> <p>1. Download the activity worksheet. Use this as a template to draw a scene containing items that have the letter o that makes a u sound. Describe the picture in sentences. Include words from the grammar machines.</p> <p>2. Explore ideas and generate language that could be used in the story. Use the word families and the song as tools to remember o (u) words. How many words can the class recall?</p> <p>3. Children complete the writing task. Don't forget to include words from grammar machines.</p> | <p>Review</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.</p> <p>gave, take, place – the a-e grapheme is making the Angry Red A sound. Tricky Witch also changes the c to an s sound in 'place'.</p> <p>began, before, because, even – the e grapheme is making the Green Froggy sound. Tricky Witch also changes the au to an o and the s to a z sound in 'because'. Both 'because' and 'before' have a final silent letter 'e'.</p> <p>Teach</p> <p>2. Ask the children to work in pairs to create a memory sentence for each set of</p> |

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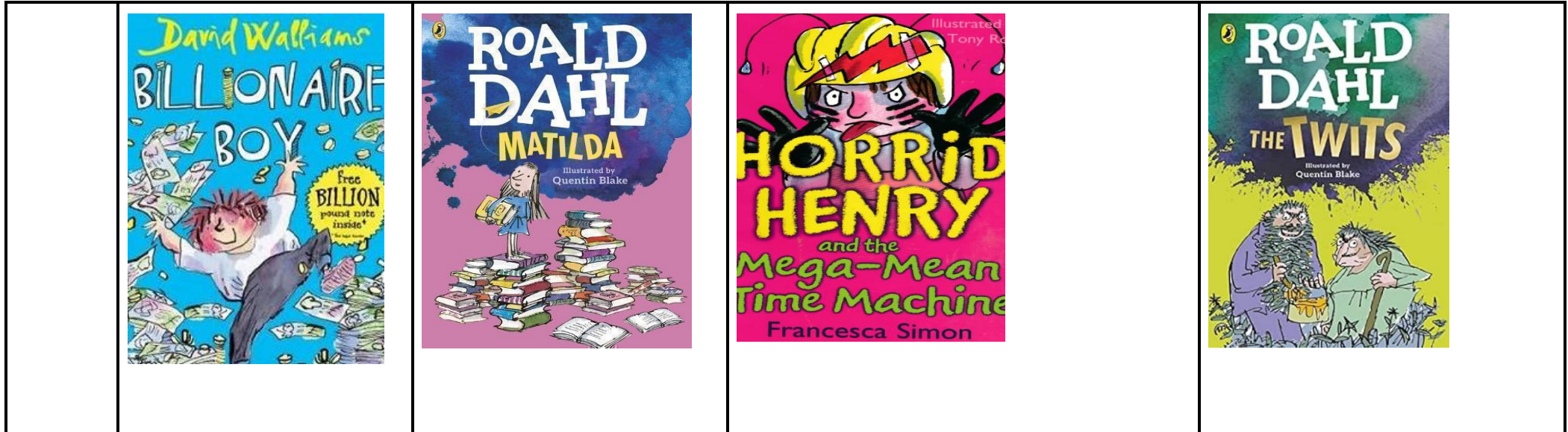
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| | <p>colour-coding and write the words in the spaces. Add the rule.</p> <p>Day 1 Worksheet</p> <p>Quick Mix Review Try to remember the phonics that you have already learnt. Listen to hear your teacher read the words and write each one in the box.</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>other brother won done mother Monday women</p> <p>Write the words in the spaces provided</p> <p>Detective - can you find the rule? Here's a clue: The letters 'al' makes an ...</p> | <p>Day 2 Worksheet - Grammar Machines</p> <p>+ing Machine Add the suffix ing to the end of each verb.</p> <p>worry wonder love colour</p> <p>Time Machine Write each verb in the past tense.</p> <p>wonder worry love mother</p> <p>More Than One Machine Write the plural of each noun.</p> <p>woman month money mother</p> | <p>Day 3 Worksheet</p> <p>Close Procedure Use the following words to complete the sentences.</p> <p>I _____ first place. The _____ liked her new dress. I can see a plane in the sky _____. Please can I have _____ chocolate? Bees make tasty _____. I don't like _____ because they make me cry. We bake cakes in the _____.</p> <p>Colourful common Exception Words Write the words in colour code next to the monster they belong to.</p> <p>water parents beautiful</p> <p>Monster Partners Take turns to read and write two sentences.</p> <p>Cover and Write!</p> <p>1) He's nothing like his brother. A mother had two sons. I live in London. The woman worried.</p> <p>2) _____</p> | <p>Day 4 Worksheet - Writing Task</p> <p>Draw and Describe. Draw a picture containing lots of items that have the letter 'u' that makes an 'u' sound. Now describe the picture in sentences. For example: There is a jar of honey on a shelf. There is another jar on the shelf above. The mother is wondering what to give her son for breakfast. Remember to use words from the grammar machines tool!</p> | <p>words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory.</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 Horrid Henry and the Mega-Mean Machine Author - Francesca Simon</p> | <p>Sycamore The Twits Author - Roald Dahl</p> | |

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| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|----------------------------------|---|--|--|---|--|
| Maths | <u>LI: We are learning to identify parts and a whole.</u> | <u>LI: We are learning to create equal and unequal parts in a shape.</u> | <u>LI: We are learning to identify equal and unequal parts.</u> | <u>LI: We are learning to recognise a half of a shape.</u> | <u>LI: We are learning to find a half.</u> |
| Key vocabulary and key questions | <p>Key Vocabulary parts whole small/large</p> <p>Key questions What is a part? What is a whole?</p> | <p>Key Vocabulary equal unequal shape group split</p> <p>Key questions</p> | <p>Key Vocabulary equal unequal shape group split</p> <p>Key questions</p> | <p>Key Vocabulary $\frac{1}{2}$ fractions half shaded equal/unequal parts</p> <p>Key questions</p> | <p>Key Vocabulary $\frac{1}{2}$ fractions half shaded equal/unequal parts counters</p> |

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| | <p>Which is larger, the part or the whole? If it is the whole, what could be part of the whole? Is this part a large or a small part of the whole? How do you know? How many parts of the whole can you find?</p> | <p>What does "equal" mean? What does "unequal" mean? Which picture shows equal groups? How is this similar to equal parts? How do you know that the shape has been split into equal parts? How could you split the shape into equal parts? Is there more than one way to show equal parts? How do you know?</p> | <p>What does "equal" mean? What does "unequal" mean? Which picture shows equal groups? How is this similar to equal parts? How do you know that the shape has been split into equal parts? Do equal parts always need to look the same? Is it possible to make equal parts using curved lines?</p> | <p>What is a half? When have you used the word "half" before? How do you know that a half is shaded? Has the shape been split into equal parts? How do you know? How many equal parts is the shape split into? How else can you write one half?</p> | <p>bar models divide by 2 Key questions What is a half? How can you find half of the number? How can you use counters/bar models to help you? How is finding half of a number similar to dividing by 2? Why? Why can you not split an odd number of counters into two equal groups? If you know half of 6, how can you find half of 60?</p> |
| Activities | <p>In this step, children are introduced to a variety of examples showing parts and the whole. They will learn to identify the whole and parts of the whole. We will use everyday objects such as bicycles and flowers to identify the whole and parts of the whole.</p> | <p>Today children will explore equal and unequal parts. Children will identify whether a shape has been split into equal or unequal parts. They will cut up shapes into equal and unequal parts and sort them.</p> | <p>Children will continue on from yesterday's lesson. They will look at different shapes where the equal parts look the same, but are then challenged to prove a shape has been split into equal parts where the parts do not look the same.</p> | <p>Today children will be introduced to the fraction $\frac{1}{2}$. Children are also introduced to the terms "numerator" and "denominator" for the first time. Children need to identify half of a shape, but they should also look at length and sets of objects.</p> | <p>In today's lesson, children use their understanding of $\frac{1}{2}$ to find half of a quantity. They will use concrete resources and pictorial representations to support understanding. The main thing they will learn is when they find $\frac{1}{2}$ of a number, they need to divide the number by 2, the denominator of the fraction.</p> |

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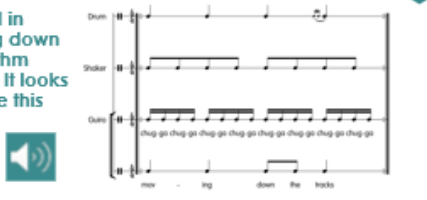
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| | | | | | |
|--|---|---|---|---|---|
| | <p>Here is a picture.</p> <ul style="list-style-type: none"> What is the whole? What is a part of the whole? Find a large part of the whole. Find a small part of the whole. <p>Complete the sentence. If _____ is the whole, _____ is not part of the whole. How many ways can you complete the sentence?</p> <p>15.04.24 L1: We are learning to identify parts and wholes.</p> <p>Task 1 - Here is the whole. Draw one part.</p> <p>Task 2 - Here is a bar model. Complete the sentences.</p> <p>Task 3 - Here is a part-vehicle model. Complete the sentences.</p> <p>Task 4 - write sentences.</p> <p>Task 5 - Tick the boxes to complete the table.</p> | <p>Give children a paper shape. Ask them to cut it into four parts and then put it back together again. What do they notice? Are the parts equal or unequal? Compare shapes as a class and challenge children to sort shapes into those that have equal or unequal parts.</p> <p>Which shapes show equal parts?</p> <p>Complete the sentence for each shape.</p> <p>There are _____ equal parts.</p> <p>How can you tell that they are equal parts?</p> | <p>There are _____ equal groups. There are _____ in each group.</p> <p>17.04.24 L1: We are learning to identify equal and unequal parts.</p> <p>Task 1 - Complete the sentences.</p> <p>Task 2 - Complete the sentences to describe the groups.</p> <p>Task 3 - Tick the shapes that show equal parts.</p> <p>Task 4 - Complete the sentences.</p> <p>Task 5 - Split each shape into 2 equal parts.</p> | <p>Which shapes show a half?</p> <p>Colour half of each shape.</p> <p>Is there more than one way to show a half?</p> <p>Which pictures show $\frac{1}{2}$?</p> <p>How could you change the other pictures so that they show $\frac{1}{2}$?</p> <p>Which pictures show $\frac{1}{2}$?</p> <p>Here is $\frac{1}{2}$ of a shape.</p> <p>What could the whole shape be?</p> | <p>Find $\frac{1}{2}$ of each set of objects.</p> <p>Use base 10 and bar models to work out the calculations.</p> <p>$\frac{1}{2}$ of 4 = _____ $\frac{1}{2}$ of 40 = _____</p> <p>$\frac{1}{2}$ of 6 = _____ $\frac{1}{2}$ of 60 = _____</p> <p>$\frac{1}{2}$ of 8 = _____ $\frac{1}{2}$ of 80 = _____</p> |
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| Music – Sing Up | RE – Widening Horizons | PE – Get Set 4 PE |
|--|---|--|
| <p><u>LI: We are learning to compose a musical journey.</u></p> <p>In this final lesson of trains, the children will use what they have learnt about speed and volume to create their own musical patterns.</p> <p>Children will begin by inventing their own patterns and structure their ideas into a piece. Train sounds warm-up.</p> <p>Repeat the warm-up from last lesson (layer up train sounds) and then recap the train rhythms using just body percussion.</p> <p>In groups, the children will then put all their ideas together to make a piece describing a train arriving and moving off again. It should feature these ingredients:</p> <p>Three rhythm patterns (drums, shakers, guiros).</p> <div data-bbox="107 1236 705 1436"> <p>● Could you add in Elgar's 'moving down the tracks' rhythm from Lesson 1? It looks and sounds like this altogether:</p>  </div> | <p><u>Buddhism</u></p> <p><u>LI: We are learning to identify what we already know about Buddhism and Buddhist stories.</u></p> <p>In this lesson children will reflect what they know about Buddhism and will begin to learn more about the religion building upon their learning from Year 1.</p> <div data-bbox="739 742 1456 798"> <p>WC: Monday 15th April 2024 LT: We are learning to identify what we already know about Buddhism and Buddhist stories.</p> </div> <div data-bbox="739 813 1456 1197"> <p>What do you already know about Buddhism?</p> <div data-bbox="1025 981 1189 1029" style="border: 1px solid black; padding: 5px; text-align: center;">Buddhism</div> <p>What question would you like to ask about Buddhism?</p> </div> <div data-bbox="739 1204 1456 1244"> <p>I think that... I think... I believe... I know...</p> </div> | <p><u>LI - We are learning to develop rolling a ball to hit a target.</u></p> <p>Social: To include all members of my group. Emotional: To work independently. Thinking: To recognise changes in my body when I exercise.</p> <p>In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using coordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Net and Ball - Lesson 1</u> <u>use the ready position to defend space on court.</u></p> <p><u>Whole Child Objectives</u> Social: To work cooperatively with others. Emotional: To be honest in the games I play.</p> |

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|---|--|--|
| <p>Crescendo/diminuendo.</p> <p>Accelerando/ritenuto.</p> <p>It could also include some of these optional other ingredients:</p> <p>Elgar's 'moving down the tracks' pattern.</p> <p>Newly invented patterns.</p> <p>Sound effects.</p> | | <p>Thinking: To recognise the best position and space to stand in to defend my side of the court.</p> <p>Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> |
|---|--|--|

Art – Kapow

LI- We are learning to develop ideas and apply craft skills when printmaking.
 In this lesson, we will be using our maps from the previous lesson.
 The children will pick their favourite parts from the map and recreate it using the printing techniques.



PSHE - Jigsaw

LI- We are learning to make healthy snacks and explain why they are good for us.
 In this lesson, we will be learning how to make healthy choices about what we eat, particularly snacks,
 We will begin by discussing what our favourite foods are and why. We will then move onto



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We will be using squares of polystyrene, drawing our design onto it, rolling ink on top and then pressing the design onto plain paper.



discussing the effects of refined sugars and healthy foods on the body. For the main activity, children will bring in a healthy snack to have a picnic. They will discuss how the food feels and why it is good for us.

Science - Wellington Curriculum

LI- We are learning to identify what we already know about materials.

This term, we are beginning the new topic 'Materials'.

We will be beginning by discussing what we already know and showing this on a defining frame.

Week commencing: Monday 15th April 2024

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

What do you know about materials?

Materials

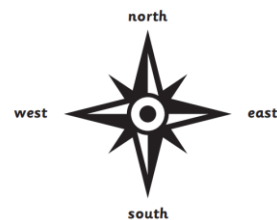
What questions would you like to ask about how we use materials?

Topic (History) – Wellington Curriculum

LI: We are learning to Use simple compass directions to describe the location of features or a route on a map.

In this lesson children will learn to use the 4 points of a compass. They will then use these to travel around the playground.

Compass



Computing – Barefoot and Teach Computing

LI: We are learning to identify that people can be represented by different attributes.

During this lesson, the children will understand that people can be described using attributes. They will practise using attributes to describe images of people and other learners in the class.

For the main activity, children will collect the data needed to organise people using attributes, and create a pictogram to show this pictorially

At the end of the lesson, the children will draw conclusions from their pictograms and share their findings.

Tally charts

introduction
Choose five people based on the attributes of the learners in your class and complete the tally chart below.

My Question: What is the most common hair colour in our class?

Choose your question

Pick five options for the learners in the class to choose from

Do you need an 'other' option?

| Hair Colour | Tally | Total |
|-------------|-------|-------|
| Brown | | |
| Blonde | | |
| Ginger | | |
| Black | | |
| Grey | | |
| Other | | |

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LI: We are learning to identify everyday materials around us.

We will then go around the classroom to see if we can identify the different materials that items around the room are made from.

We will analyse what these materials are used for and why we think these items would be made out of these materials.

Week commencing: 15th April 2024

LI: We are learning to identify everyday materials around us.

Supply HLTA

Independent Class Teacher Teachin

Choose 5 different materials and write down objects you can see ar

| Material | wood | plastic | metal |
|----------|------|---------|-------|
| Objects | | | |

What was the most used material?

Why do you think it was the most used?

Compass directions

Answer the questions using the map of the United Kingdom.

- Which is the most northern country of the United Kingdom?

- Which is the most westerly country of the United Kingdom?

- Which is the most southern city on the map of the United Kingdom?

- Which city is furthest north, Cardiff or Manchester?

- Name two cities on the east coast of the United Kingdom.

- Which is the most northern city on the map of the United Kingdom?

- Is London to the north or south of Birmingham?

LI: We are learning to draw or read a range of simple maps that use symbols and a key.

In this lesson, children will learn to draw and read a range of simple maps using a key.

Lesson 5: Comparing people

What is our class's favourite subject?




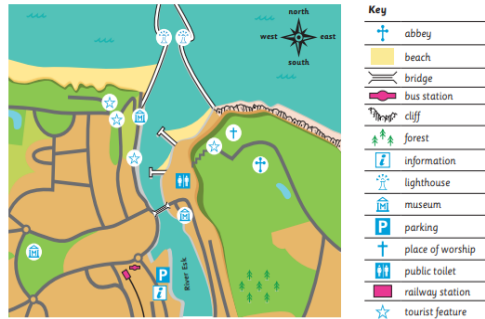
Weekly Overview of Learning















Year Group: 2 Week beginning: 15.4.24


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

Using a key

 Use the map and key to answer the questions.



| Key | |
|---|------------------|
|  | abbey |
|  | beach |
|  | bridge |
|  | bus station |
|  | cliff |
|  | forest |
|  | information |
|  | lighthouse |
|  | museum |
|  | parking |
|  | place of worship |
|  | public toilet |
|  | railway station |
|  | tourist feature |

1. How many museums are there on the map? _____
2. What does this symbol mean?  _____
3. How could you cross the river? _____
4. Is there a place to park a car? yes no
5. What is next to the railway station? _____

Homework








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

Weekly Overview of Learning

Year Group: 2 Week beginning: 15.4.24


























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| Reading and spelling. | | Maths | Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in | | | | | | |
|---|--|---|---|----------------------------------|-----------------------|---------------------------|-------------------------------------|---|---|
| <p>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.</p>   | <p>Spellings Please make sure your child's spelling book is in their book bag on their spelling test day.</p>  |  <p>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?</p> |  <p>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.</p> <p><small>Please select an area below to access the eBooks.</small></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 PRE-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> <p>Competitions & Challenges</p> | Guide to the Reading Book Stages | Fiction STAGES 1 - 10 | Non Fiction STAGES 1 - 10 | Foundations for Nursery PRE-STAGE 1 | Comics to Consolidate FOR AFTER STAGES 1 - 10 | Meet the Monsters BOOKS TO SHARE & READ ALOUD |
| Guide to the Reading Book Stages | Fiction STAGES 1 - 10 | | | | | | | | |
| Non Fiction STAGES 1 - 10 | Foundations for Nursery PRE-STAGE 1 | | | | | | | | |
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Weekly Overview of Learning

Year Group: 2 Week beginning: 15.4.24

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| | | | | | | | | | | | |
|--|--|--|--|--|---|--|--|--|--|--|---|
| | | |  <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> Isaac Newton</td><td> Albert Einstein</td><td> Michael Faraday</td></tr><tr><td> Lavoisier and Laplace</td><td> Franklin D. Roosevelt</td><td> Catherine the Great</td><td> Charles Darwin</td></tr></table> <p>No smartwatches to be worn - these will be removed and placed in the school office if your child wears one to school</p> |  Marie Curie |  Isaac Newton |  Albert Einstein |  Michael Faraday |  Lavoisier and Laplace |  Franklin D. Roosevelt |  Catherine the Great |  Charles Darwin |
|  Marie Curie |  Isaac Newton |  Albert Einstein |  Michael Faraday | | | | | | | | |
|  Lavoisier and Laplace |  Franklin D. Roosevelt |  Catherine the Great |  Charles Darwin | | | | | | | | |