

# Weekly Overview of Learning






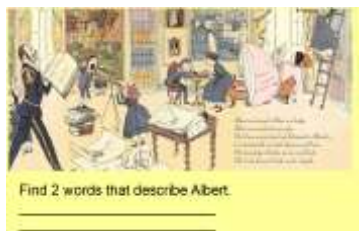



Year Group: 2 Week beginning: 18.9.23

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
<b>Reading and Writing</b>	<u>LI: We are learning to compose a diary entry using the pronoun 'I'.</u>	<u>LI: We are learning to compose a diary entry using the pronoun 'I'.</u>	<u>LI: We are learning to answer questions about a story</u>	<u>LI: We are learning to design and describe a Queen</u>	<u>LI: We are learning to apply adjectives</u>
<b>Speaking and Listening Focus</b>	We are learning to compose narratives for different purposes.	We are learning to include adjectives and connectives to aid expression. We are learning to respond to peers.	We are learning to answer questions in full sentences	We are learning to evaluate our ideas	We are learning to use descriptive words
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key vocabulary</b></p> <p>Dear diary Comma Paragraphs Pronouns I Past tense Suffix Point of view Ellipsis Suspense</p> <p><b>Key questions</b></p> <p>What is a pronoun? Who is a diary writing to? Why is a diary written in the past tense?</p>	<p><b>Key vocabulary</b></p> <p>From Comma Paragraphs Pronouns I Past tense Suffix</p> <p><b>Key questions</b></p> <p>What will happen next? Why? What adjectives can we use to describe how Queen Victoria feels? What goes at the end of a diary entry?</p>	<p><b>Key vocabulary</b></p> <p>Queen Albert Because Bathing machine Sea</p> <p><b>Key questions</b></p> <p>What words tell you about the sea? What was he / she doing? How does she feel? How do you know that?</p>	<p><b>Key vocabulary</b></p> <p>Queen Crown Sceptre Jewels Gown Thrown</p> <p><b>Key questions</b></p> <p>How are these Queen similar? What do all Queens have? Why do they look similar?</p>	<p><b>Key vocabulary</b></p> <p>Kind Caring Helpful Powerful Brave Queen Throne Crown Palace</p> <p><b>Key questions</b></p> <p>What words best describe your queen? Why is she _____?</p>

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<p><b>Activities</b></p>	<p>The children will begin by recapping what a diary is and discussing with their partner what a diary is used for.</p>  <p>The children will then what features a diary must include, such as the use of past tense, the pronoun 'I', the date etc.</p>  <p>We will then begin writing the first part of our diary entry in the point of view of Queen Victoria wanting to go swimming!</p>	<p>In this lesson, the children will recap what they already know about diary entries.</p>  <p>They will then look back at what they produced in the previous lesson and discuss what happened next to Queen Victoria.</p> <p>The children will finish their diary entry, writing the end continuing to use the features we have learnt.</p>  <p>At the end of the lesson, the children will get the opportunity to swap their book with their partner and read each other's.</p>	<p>Children to answer the questions about the chosen page in the story. Focus on writing answers in full sentences – using a range of questions such as;</p> <ul style="list-style-type: none"> <li>● Find the words</li> <li>● Circle</li> <li>● Tick</li> <li>● Explain</li> <li>● Define</li> </ul>  <p>What does Queen Victoria want to do? why?</p>  <p>Find 2 words that describe Albert.</p>	 <p>What is similar? different?</p> <p>Children to look at a range of Queen – what do they notice? What do they look like? What objects do they all have? What do they wear?</p>  <p>Children to design a queen and add adjectives to describe her</p>	 <p>Using adjectives from yesterday children to create sentences to describe their Queen. Children to use connectives: because, but, so, also to extend sentences.</p> <p>Which sentence is better? Why?</p> <p>My Queen is good.</p> <p>My Queen is caring because she has a dog.</p>  <p>because but so also</p>
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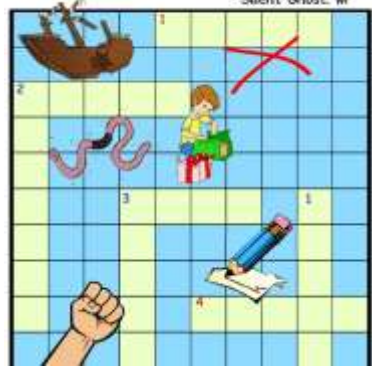


Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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<p><b>Phonics</b></p> 		<p><b>Review</b></p> <p>Recap the Year 1 <b>ai</b> grapheme using the flashcards provided.</p> <p><b>Teach</b></p> <p>1. Use the PowerPoint. Use this to teach the gn grapheme. Listen to Shakespeare. Play the gn Memory Game. Read the gn words as they pass across the conveyor belt. At the end, see how many gn words the class can recall.</p>	<p><b>Review</b></p> <p>Recap the Year 1 <b>oi</b> grapheme using the flashcards provided.</p> <p><b>Teach</b></p> <p>1. Download the flashcards. Use this to recap the gn grapheme. – there are not many words that have the gn grapheme. In pairs, holding whiteboards, children write as many gn words as they can recall.</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, joined or print. The key focus is on memory.</p> <p>3. Download the word search to complete.</p>	<p><b>Review</b></p> <p>Recap the Year 1 <b>ay</b> grapheme using the flashcards provided.</p> <p><b>Teach</b></p> <p>1. Use the PowerPoint. Use this to teach the wr grapheme. Read the wr words. Focus on how to form the past tense.</p> <p>2. Watch the ‘Get Well Soon’ 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 wr word. Can the children remember all of the wr words in the song?</p>	<p><b>Review</b></p> <p>Recap the Year 1 <b>oy</b> grapheme using the flashcards provided.</p> <p><b>Teach</b></p> <p>1. Download the flashcards. Use these to recap the wr grapheme. Write sentences on the board with wr words missing.</p> <p>We _____ a present for you.</p> <p>And _____ a card too.</p> <p>We’ll _____ a letter.</p> <p>Talk about how the past tense can be formed in different ways.</p> <p>2. Select a <u>flashcard game</u> to play.</p>	<p><b>Review</b></p> <p>Use the PowerPoints to read through <b>gn</b> and <b>wr</b> words.</p> <p><b>Teach</b></p> <p>1. Use the Year 2 CEWs PowerPoint. Use this to read the focus CEWs below.</p> <p>Focus on the words below, pointing out where the monster makes a sound.</p> <p><b>would could should</b> – all have a silent <b>o</b> and silent <b>i</b>. This is why these words are commonly misspelt as <b>wud</b> and <b>cud</b>. They could be thought of as ‘zebra’</p>
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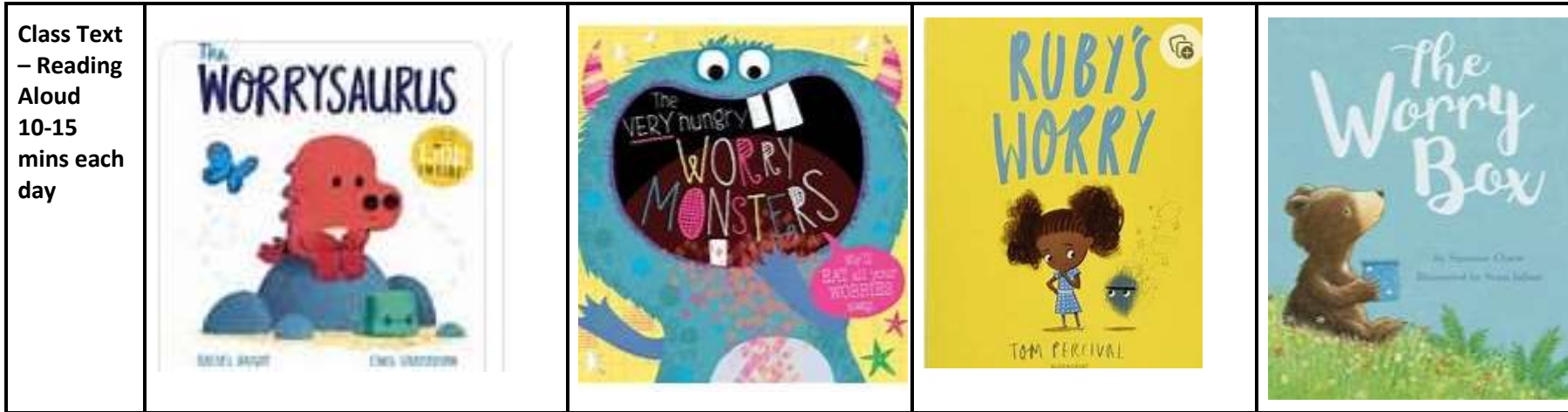
# Weekly Overview of Learning

Year Group: 2 Week beginning: 18.9.23

		<p><b>Record Sheet</b> Name _____</p> <p><b>gn words</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>  	<p>Year 2 Digraphs (Starts with silent g)</p> <table border="1" data-bbox="761 231 1108 558"> <tr><td>r</td><td>i</td><td>q</td><td>s</td><td>c</td><td>i</td><td>d</td><td>a</td><td>m</td><td>u</td></tr> <tr><td>k</td><td>g</td><td>n</td><td>a</td><td>s</td><td>h</td><td>i</td><td>e</td><td>s</td><td>h</td></tr> <tr><td>i</td><td>e</td><td>i</td><td>n</td><td>v</td><td>d</td><td>y</td><td>k</td><td>i</td><td>t</td></tr> <tr><td>m</td><td>k</td><td>o</td><td>g</td><td>n</td><td>c</td><td>r</td><td>i</td><td>g</td><td>e</td></tr> <tr><td>k</td><td>w</td><td>t</td><td>s</td><td>b</td><td>g</td><td>n</td><td>y</td><td></td><td></td></tr> <tr><td>s</td><td>i</td><td>g</td><td>n</td><td>o</td><td>e</td><td>g</td><td>n</td><td>a</td><td>w</td></tr> <tr><td>o</td><td>w</td><td>d</td><td>a</td><td>k</td><td>i</td><td>r</td><td>a</td><td>d</td><td>e</td></tr> <tr><td>c</td><td>d</td><td>e</td><td>s</td><td>i</td><td>g</td><td>n</td><td>g</td><td>p</td><td>n</td></tr> <tr><td>i</td><td>g</td><td>b</td><td>r</td><td>y</td><td>t</td><td>n</td><td>y</td><td>g</td><td>h</td></tr> <tr><td>n</td><td>e</td><td>t</td><td>a</td><td>e</td><td>n</td><td>d</td><td>v</td><td>e</td><td>u</td></tr> <tr><td>r</td><td>w</td><td>d</td><td>n</td><td>t</td><td>u</td><td>l</td><td>f</td><td>e</td><td>n</td></tr> <tr><td>g</td><td>n</td><td>o</td><td>m</td><td>e</td><td>y</td><td>k</td><td>g</td><td>n</td><td>u</td></tr> </table> <p>Can you find the following words?</p>	r	i	q	s	c	i	d	a	m	u	k	g	n	a	s	h	i	e	s	h	i	e	i	n	v	d	y	k	i	t	m	k	o	g	n	c	r	i	g	e	k	w	t	s	b	g	n	y			s	i	g	n	o	e	g	n	a	w	o	w	d	a	k	i	r	a	d	e	c	d	e	s	i	g	n	g	p	n	i	g	b	r	y	t	n	y	g	h	n	e	t	a	e	n	d	v	e	u	r	w	d	n	t	u	l	f	e	n	g	n	o	m	e	y	k	g	n	u	<p><b>Crossword</b> Silent Ghost: wr</p> 	<p><b>w</b>rong</p> <hr/> <hr/> <p><b>w</b>rite</p> <hr/> <hr/> <p><b>w</b>rote</p> <hr/> <hr/>	<p>words – black, white, black, white.</p> <p><b>door floor poor</b> – all have a silent <b>o</b> and end in the <b>or</b> sound.</p> <p>2. Choose one of these 2 activities</p> <p>Children create their own flashcards using colourful media to display in the classroom.</p> <p>Children write colour-coded words in their Monster Phonics exercise book.</p>
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# Weekly Overview of Learning

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to calculate numbers that total 10.</u>	<u>LI: We are learning to calculate fact families to 20.</u>	<u>LI: We are learning to calculate number facts to 100.</u>	<u>LI: We are learning to add 1s to any 2-digit number.</u>	<u>LI: We are learning to subtract 1s from any 2-digit number</u>
<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key vocabulary</b> Add Total Number bonds Equal 10</p> <p><b>Key questions</b> Which 2 numbers total to 10? Which methods will you use? Which 2 numicon pieces</p>	<p><b>Key vocabulary</b> 20 Add Total Equals Family Facts Inverse</p> <p><b>Key questions</b> If <math>4+6=10</math> what does <math>40+60=?</math> What are the parts of the whole number?</p>	<p><b>Key vocabulary</b> Calculate Total Facts 100 10 Equals</p> <p><b>Key questions</b> How many more tens to total 100? How many ones to total 10?</p>	<p><b>Key vocabulary</b> Number track 100 square Base 10 Ones Tens Equals Add</p> <p><b>Key questions</b> Can you use the number track to add? Which method is easiest for you?</p>	<p><b>Key vocabulary</b> Number track 100 square Base 10 Ones Tens Equals Subtract Take away Minus</p> <p><b>Key questions</b></p>



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	make 10?				How many ones will you subtract? Can you use the number track? Which number will you start from?
Activities	<p>Colour the 10 frame to show the calculation</p> <p>7+3 = 10</p> <p>8+2 = 10</p> <p>5+5 = 10</p> <p>9+8 =</p> <p>8+9 =</p> <p>9+8 =</p>	<p>The whole is _____</p> <p>Can add the whole?</p> <p>Can you write the fact families?</p> <p>The whole is _____</p>	<p>Complete the number bond to 10 and 100 using base 10</p> <p>1 + <input type="text"/> = 10    <input type="text"/> + <input type="text"/> = 10</p> <p>10 + <input type="text"/> = 100    <input type="text"/> + <input type="text"/> = 100</p> <p>Here is a 100 square.</p> <p>How many squares are shaded?</p> <p>How many squares are not shaded?</p> <p>What bond to 100 can you see?</p> <p>a) 3 + 7 = <input type="text"/>    30 + 70 = <input type="text"/></p> <p>3_ + 7_ = 100    100 = _0 + 3_</p> <p>b) 8 + 2 = <input type="text"/>    80 + 20 = <input type="text"/></p> <p>8_ + 2_ = 100    100 = _0 + 8_</p>	<p>Here is a number track.</p> <p>Use the number track to complete the calculations.</p> <p>One more than 71 is <input type="text"/></p> <p>One less than 71 is <input type="text"/></p> <p>74 + 1 = <input type="text"/></p> <p>74 - 1 = <input type="text"/></p> <p>Use the number track to help you solve the calculations</p> <p>31+4=</p> <p>33+5=</p> <p>36+3=</p> <p>31+9=</p>	<p>Use base 10 to solve 38 - 3 =</p> <p>Use the number track to calculate -</p> <p>36-5 =</p> <p>Use the number track to calculate -</p> <p>49-7 =</p> <p>Use the 100 square to calculate</p> <p>38-5 =</p>

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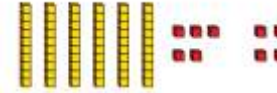
$$\square + 9 = 10$$

$$3 + \square = 10$$

$$10 = \square + 0$$

Dora is solving  $65 + 4$

I could use base 10 to help.



$$65 + 4 = 69$$

Use the 100 square to help you calculate the answers.

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

$$56 + 3 =$$

$$81 + 9 =$$

$$35 + 5 =$$

# Weekly Overview of Learning

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## Music – Sing Up

**LI: We are learning to explore how a composer uses timbre to create character and responding to the music through art. Lesson 2 of 2**

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?

## RE – Widening Horizons

**LI: We are learning the importance of Jewish symbols.**

This week children will learn about the 3 significant symbols in Judaism – The star of David, The Mezuzah and The Menorah. We will then discuss and write down what symbols are important to us and why.

Week commencing 18<sup>th</sup> September 2023

LI: We are learning the importance of Jewish symbols.

Word Bank				
The Menorah	candles	The Mezuzah	Star of David	
Six	touch	Hanukkah	God	



This symbol is called \_\_\_\_\_  
It is a star with \_\_\_\_\_ points.



This symbol is called \_\_\_\_\_  
It is a special light with nine \_\_\_\_\_ Jewish people light this when they celebrate \_\_\_\_\_.



This symbol is called \_\_\_\_\_  
It reminds Jewish people of \_\_\_\_\_, When they enter the house they \_\_\_\_\_ it.

Draw one symbol that is important to you and name it. This important symbol is \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PE – Get Set 4 PE

**LI: We are learning to develop balance, stability and landing safely.**

# Success Criteria

- Hold your arms out and focus on something still to help you balance.
- Look ahead and land with bent knees.

Activities include the warm up game run, stop, balance as well as focusing on jumping and hopscotch.



**LI: To understand that stopping goals is a defending skill and explore ways to do this.**

### Success Criteria

- Be ready and react quickly when someone is about to shoot.
- Do not be afraid of the ball.
- Keep your eyes on the ball.

PSHE - Jigsaw

ART – Kapow



# Weekly Overview of Learning

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## LI: I am learning to understand the rights and responsibilities of being a member of my class and school

### L.I. I am learning to know how to help myself and others.

Within this lesson, children will discuss and explore the term responsibility and what this means within their groups, class and in the school. They will use a variety of language structures to develop their understanding and discussion points.

#### **Vocabulary**

Belonging  
Rights  
Responsibilities  
Responsible  
Actions









## LI: We are learning to develop our observational drawing skills.

Today children will learn the art of sketching and how to create texture using light strokes. They will use their favourite toy as inspiration – children will bring this into school. They will sketch the outline of their toy, gradually adding texture and colour.



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Science - Wellington Curriculum	Topic (History and Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing														
<p><b><u>LI: We are learning to explore and compare the differences between things that are living, dead, and things that have never been alive</u></b></p> <p>Within this lesson children will revisit the term 'habitat' from the last session and they will be reminded that habitats contain things that are living and things that are non-living.</p> <p>The children will sort a selection of pictures and give reasons for their choices.</p> <div data-bbox="129 874 683 944" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Look carefully at the different things and decide whether they are living or non-living. Write the name of each thing in the correct column.</p> </div> <table border="1" data-bbox="129 965 683 1098" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Living</th> <th style="width: 50%;">Non-living</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Key vocabulary -</p> <ul style="list-style-type: none"> <li><b>camouflage</b> The ability to hide or blend in with the surrounding habitat.</li> <li><b>identify</b> To recognise something and say what that thing is.</li> <li><b>mimicry</b> When a living thing copies the appearance or behaviour of another animal, plant or object.</li> <li><b>nutrient</b> A substance that plants and animals need to grow, live and stay healthy.</li> <li><b>offspring</b> The young of an animal or plant.</li> <li><b>quill</b> A long, sharp spine found on some animals, such as porcupines.</li> </ul>	Living	Non-living					<p><b><u>LI: We are learning about the significance of Alfred the Great.</u></b></p> <div data-bbox="817 534 1191 753" style="text-align: center;">  </div> <p>This week children will learn more about the life and achievements of Alfred the Great. They will gather interesting facts on his life, from a variety of sources, and write them down in their books.</p> <div data-bbox="891 826 1393 853" style="text-align: center;"> <p><b>Significance of Alfred the Great</b></p> </div> <div data-bbox="900 874 1460 922" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Imagine you are Alfred the Great, looking back on a lifetime of achievements. Of what five things are you most proud? List them in the table and explain why. An example is given.</p> </div> <table border="1" data-bbox="900 944 1460 1168" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Achievement</th> <th style="width: 70%;">Explanation</th> </tr> </thead> <tbody> <tr> <td>Becoming godfather to King Guthrum</td> <td>When King Guthrum became my godson, we became family. It made it less likely that King Guthrum and his followers would want to fight me again.</td> </tr> <tr> <td>1.</td> <td> </td> </tr> <tr> <td>2.</td> <td> </td> </tr> </tbody> </table>	Achievement	Explanation	Becoming godfather to King Guthrum	When King Guthrum became my godson, we became family. It made it less likely that King Guthrum and his followers would want to fight me again.	1.		2.		<p><b><u>LI: We are learning to identify the uses of information technology in the world around us.</u></b></p> <p>Learners will begin to explore IT in environments beyond school, including home and familiar places such as shops. They will talk about the uses of IT in these environments and be able to explain that IT is used in many workplaces.</p> <p>Drag the images to the place you would be most likely to find them.</p> <div data-bbox="1568 774 2128 981" style="text-align: center;">  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Outside</p>  </div> <div style="text-align: center;"> <p>Inside</p>  </div> </div> </div>
Living	Non-living															
Achievement	Explanation															
Becoming godfather to King Guthrum	When King Guthrum became my godson, we became family. It made it less likely that King Guthrum and his followers would want to fight me again.															
1.																
2.																

# Weekly Overview of Learning

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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**.

#### 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.



### 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

#### **Hampton Court Palace Trip**

Pine and Sycamore Wednesday 4<sup>th</sup> October  
Aspen and Chestnut Friday 6<sup>th</sup> October



Please pay via Parent Mail.

Check classroom windows for PE days.

Please could you remind your child to bring in one of their favourite toys on their Art lesson day. Please ensure it is in a labelled plastic carrier bag. Speak to your class teacher to find out what day your child completes Art.

# Weekly Overview of Learning

Year Group: 2    Week beginning: 18.9.23

 			
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