

Weekly Overview of Learning

Year Group: 2 Week beginning: 19.2.24








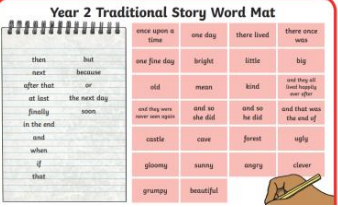

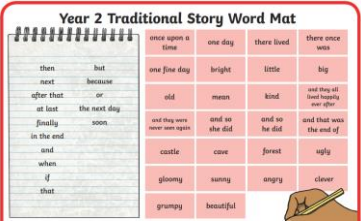
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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: we are learning to apply adjectives to a description.</u>	<u>LI: We are learning to make inferences to answer questions about a text.</u>	<u>LI: We are learning to plan an alternative ending.</u>	<u>LI: We are learning to compose a three part fictional story.</u>	<u>LI: We are learning to compose a three-part fictional story.</u>
Speaking and Listening Focus	Use a range of complex sentences. Adapt language effectively.	Articulate and justify their answers.	Give well-structured descriptions and narratives for different purposes.	Give well-structured descriptions and narratives for different purposes.	Give well-structured descriptions and narratives for different purposes.
Key vocabulary and Key Bloom's higher order thinking questions	<p>Key Vocabulary: Spotted Noticed Wondered Tiptoed I Forest Gnarled Twisted Zigzag path</p> <p>Key Questions: What did the boy see? Hear? How did the boy feel? Can you level up your adjectives? Can you improve – saw? What was the boy thinking?</p>	<p>Key Vocabulary: Because Story Boy Forest Infer Clues</p> <p>Key Questions: What page in the story helps with your answer? Can you find the word that tells us _____? Why was the boy feeling lonely? Why was the Dad pleased?</p>	<p>Key vocabulary Once upon a time In a land far away first next later fairly tale character sequence</p> <p>Key questions What is the structure of a narrative text? Can you recall the sequence of the text? How does the author play on your imagination?</p>	<p>Key vocabulary Once upon a time In a land far away first next later</p> <p>Key questions What characters will he see first in the forest? How would you describe them? Can you consider why that character may be in the forest? What order will the characters appear in the forest?</p>	<p>Key vocabulary Once upon a time In a land far away first next later</p> <p>Key questions What characters will he see first in the forest? How would you describe them? Can you consider why that character may be in the forest?</p>

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	What different sentence starters can you use?				
<p>Activities</p>	<p>Recap – what happened In the story? Use the five finger retell.</p>  <p>Remind children of the adjectives that they collected before the half term. Children are going to be writing in the role of the boy describing the forest.</p> <p>Children will be using:</p> <p>First person – I 5 Senses – I spotted, I noticed, I felt, I heard in the distance... Sentence starters – First, after a while, As I walked, I wondered...I wished...</p>	<p>Children are going to be using the images and story to answer questions.</p>  <p>What woke the boy during the night? How do you know? _____ _____</p>  <p>How does the boy show he is missing his dad? Where could his dad be? _____ _____</p> <p>Children are going to be writing their answers in full sentences using because.</p>  <p>Why did mum tell the boy to go the long way? _____ _____</p>  <p>Who could this item belong to? _____ _____</p>	<p>Children will look at the structure of a story - beginning, middle and end. They will then write their own beginning following the language from the text.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Once upon a time, there lived a anxious boy who missed his father. One gloomy day he decided to take his poorly Grandma a cake. "Don't go the short way!" his mum said. The boy didn't listen...</p> </div> <p>Children will then select 2-3 new characters that they would like to meet in the forest. Children will then scribe adjectives to describe those characters as part of their plan.</p> 	<p>Children refer back to the characters they planned to meet in the forest. Children begin to write the middle of their stories using story language and words from the text.</p>  	<p>Children write their ending of the story - using the same structure as the text.</p> <p>All children read their stories out loud to ensure they follow the three-part structure.</p>  

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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> <p><small>Monsters Phonics</small></p> <p>Term 2 – week 5</p> <p>This week reviews the soft c grapheme and adding suffixes to g 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: find fudge change race quiet edge giant dance</p> <p>3. Watch the video 'Knocking Knees Twist'. Ask the children to make the Silent Ghost action (put your finger in front of your lips, silent letters make no sound) every time they hear a kn word. Can the class recall all of the kn words in the song?</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> <ul style="list-style-type: none"> ● + ing Machine ● Time Machine ● More than One Machine 	<p>Review</p> <p>1. Download the activity worksheet. Children complete the kn crossword.</p> <p>2. Review the CEWs: any move prove many improve pretty</p> <p>Ask the children to write these words in colour-code on the activity worksheet.</p> <p>Teach</p> <p>3. Working in pairs, children take turns to dictate and write sentence dictations with their partner.</p> <p>For each child assess whether the learning objectives have been met. If necessary, apply</p>	<p>Review</p> <p>1. Download the activity worksheet. Use this as a template to silly kn sentences that include both a kn verb and a kn noun. These can be as silly as you like!</p> <p>Teach</p> <p>2. Explore ideas and generate language that could be used in the story.</p> <p>Read the list of nouns.</p> <p>How do these change into plurals?</p> <p>Note – knife/knives</p> <p>Read the verbs.</p>	<p>Review</p> <p>1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.</p> <p>Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.</p> <p>gone more horse live lived pulled – there is a silent 'e' in each of these words.</p> <p>want wanted water work – Tricky Witch changes some graphemes after w. The 'a' in 'want' makes an 'o' sound, in 'water' it makes an 'or' sound. The 'or' in 'work' makes an 'er' sound.</p> <p>Teach</p>

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4. Use the Read-Write-Colour section of the activity worksheet to recap the kn words. Ask the class to add colour-coding and write the words in the spaces. Add the rule.

kn Day 1 Worksheet

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.

Read-Colour-Write
Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!

knuckles knee knew
knife knit knight

Write the words in the spaces provided

Day 2 Worksheet - Grammar Machines **kn**

+ing Machine
Add the suffix *ing* to the end of each verb.

kneel → ee
kneed → ee
know → ee
knot → ee

More Than One Machine **ee**
Write the plural of each noun.

knife → ee
knee → ee
knickers → ee
knight → ee

Time Machine
Write each verb in the past tense.

know → ee
knock → ee
knit → ee

targeted intervention from the Intervention Section.

kn Day 3 Worksheet

Crossword
Complete the puzzle then colour in the sound.

Colourful common Exception Words
Write the words in colour code next to the monsters they belong to.

any many
move improve
prove pretty

Monster Partners
Take turns to read and write two sentences.

Cover and Write!
He knocked his knuckles.
They know how to use a knife.
She did not like knitted knitwear.
He knotted a bandage around his knee.

How is the past tense formed?

Note – know/knew

3. Children complete the writing task using as many silly kn words as possible. Include words from the grammar machines.

Day 4 Worksheet - Writing Task **kn**

n sentences
Write sentences that include both a *n* verb and a *n* noun.

knocked knuckles
know knife
knit knit
knot knee
kneed knot
kneed knight

Remember to use words from the grammar machines too!
Some of the words are adjectives. For example knitted and knotted.

*I knocked the knucklers off the whishing line!
Nog time I will need to tie a knee in it!*

2. Ask the children to work in pairs to create a memory sentence for each set of words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory.

Class Text – Reading Aloud 10-15

Aspen Class – George's marvellous medicine

Chestnut Class -Matilda

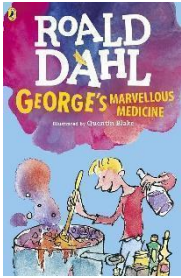
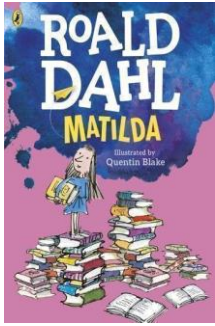
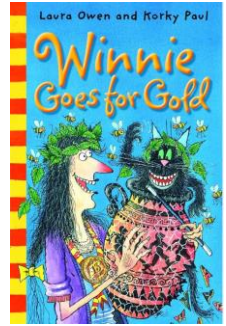
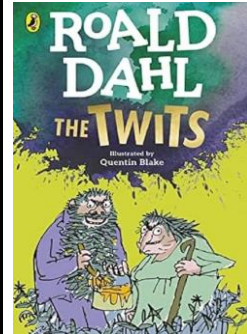
Pine Class – Winnie Goes for Gold

Sycamore – The Twits

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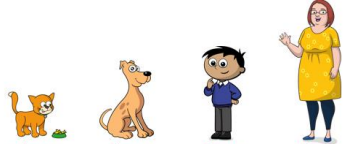
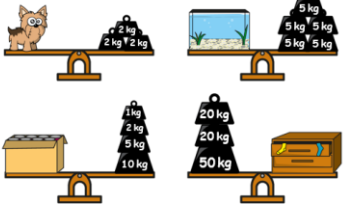
mins each day				
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to use scales to compare mass.</u>	<u>LI: We are learning to compare mass.</u>	<u>LI: We are learning to measure in grams (g).</u>	<u>LI: We are learning to apply our knowledge to measure in grams (g).</u>	<u>LI: We are learning to measure in kilograms (kg)</u>
Key vocabulary and key questions	<p>Key Vocabulary Weighing scales mass heavier lighter balanced/ equal to same</p> <p>Key questions How do you use a scale? What does mass mean? What does heavier/lighter mean? Which object is heavier/lighter? Which object has more mass?</p>	<p>Key Vocabulary mass heavier lighter balanced/ equal to same more than/less than</p> <p>Key questions What does heavier/lighter mean? Which object is heavier/lighter? Which object has more mass?</p>	<p>Key Vocabulary scale arrow mass grams (g) weight same/different</p> <p>Key questions What is mass? What objects can you find the mass of? What objects do you think has similar mass? What are grams?</p>	<p>Key Vocabulary scale arrow mass grams (g) weight same/different</p> <p>Key questions What is mass? What objects can you find the mass of? What objects do you think has similar mass? What are grams?</p>	<p>Key Vocabulary scale arrow mass grams (g) kilograms (kg) weight same/different</p> <p>Key questions What is mass? what is greater, a gram or kilogram? How do you know? What types of objects would you measure in kilograms?</p>

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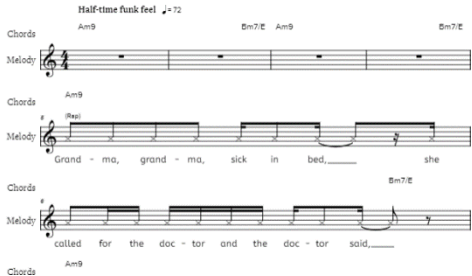
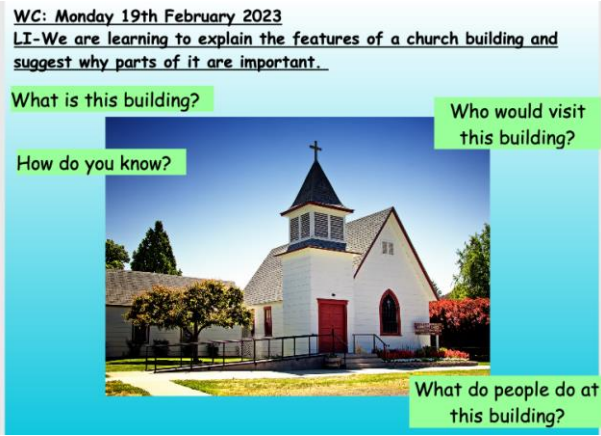
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			<p>How are circular scales different from balancing scales? How can you find the mass when the arrow is between two numbers?</p>	<p>How are circular scales different from balancing scales? How can you find the mass when the arrow is between two numbers?</p>	<p>How can you find the mass when the arrow is between two numbers?</p>
<p>Activities</p>	<p>Today children will learn about weight and mass. They will compare the mass of objects using a weighing scale and use the words 'heavier, lighter, balanced'</p> 	<p>Children will continue on from yesterday's lesson and answer questions, comparing the mass of different objects. They will write their answers using sentence stems and key vocabulary, such as 'heavier' 'lighter' and 'the same as'.</p>  <p>The mass of the teddy is ___ cubes. The mass of the bottle is ___ cubes.</p> <p>The mass of the teddy is _____ than the mass of the bottle. The teddy is _____ than the bottle.</p> <p>The mass of the pear is <input type="text"/> cubes.</p>  <p>The mass of the orange is <input type="text"/> cubes.</p>   <p>Have a think</p>	<p>Today children will learn how to measure in grams. They will see multiple examples of different masses using circular scales and they will identify the grams. They will then compare different weights of objects using a balancing scale.</p>  <p>Pick three different weights.</p>  <p>Can you find an object that has the same mass as each of the weights?</p> <p>Use balance scales to see how accurate you were.</p> 	<p>In this lesson children will focus on working out the mass of different objects and how to identify mass on a circular scale when the arrow is in between two numbers.</p> <p>What is the mass of the shape?</p>  <p>The arrow is pointing between ___ and ___</p> <p>The _____ has a mass of ___ g.</p> <p>What is the mass of each object?</p> 	<p>Children will learn the difference between grams and kilograms and look at various examples of different objects you would measure in kilograms. They will count the weights in order to work out the mass of an object.</p>  <p>About 5 kg About 20 kg About 25 kg About 50 kg</p> <p>What is the mass of each object?</p> 

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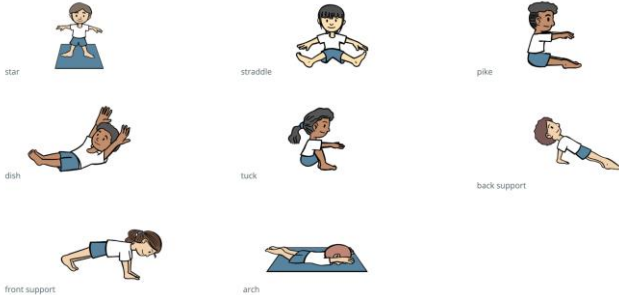
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning how to create a looped backing (or body percussion accompaniment) to perform Grandma rap to.</u></p> <p>In this lesson, the children will create 4-beat rhythm loops to accompany Grandma rap (or create 4-beat body percussion patterns to accompany Grandma rap).</p>  <p>Once the children have created their loop, they will practise Grandma rap with their own loops/body percussion patterns and perform.</p>	<p><u>LI-We are learning to explain the features of a church building and suggest why parts of it are important.</u></p> <p>Within this lesson, children will learn about and create a fact file telling people about the church, the cross, stained glass window and the bell tower.</p> <div data-bbox="734 651 1332 1088"> <p>WC: Monday 19th February 2023 <u>LI-We are learning to explain the features of a church building and suggest why parts of it are important.</u></p>  <p>What is this building? Who would visit this building? How do you know? What do people do at this building?</p> </div>	<p><u>LI: We are learning how to run for a long time.</u></p> <p><u>Whole Child Objectives</u> Social: To encourage others to keep running. Emotional: To show determination not to stop running during the challenges. Thinking: To understand that running at a steady speed and using my breath will help me to run for longer.</p> <p>Gears:</p> <ol style="list-style-type: none"> Give pupils one cone that they stand next to in a space. Teach them the following actions for each gear. Then, ask them to change their action each time the teacher says a different gear. <ul style="list-style-type: none"> gear 1: march on the spot gear 2: jog on the spot gear 3: sprint on the spot <p>Q: What did you have to do differently with your bodies to sprint? <i>Arms bent at elbows, hands move from pocket to mouth. Knees come high.</i></p> <p>Q: Did you notice anything different about your breathing in gear 3? <i>It got faster.</i></p> <ol style="list-style-type: none"> Repeat the activity, this time pupils emphasise lifting their knees high to sprint in gear 3 and try to keep a steady breath in all gears. <i>Breathe in through your nose and out through your mouth.</i> After a couple of turns, pupils to travel from cone to cone in the gear called by the teacher. <i>Take bigger steps when sprinting.</i> <p><u>LI: We are learning to perform gymnastic shapes and link them together.</u></p> <p><u>Whole Child Objectives</u> Social: To teach a partner my sequence. Emotional: To be confident to share my ideas. Thinking: To choose shapes that link well together to create a short sequence.</p>

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		<p>Pupils sit two to a mat. Teach the following gymnastics shapes with teacher showing and pupils copying or show the resource card 'Basic Shapes' for pupils to copy. Create strong clear shapes with good posture and extension. Squeeze your muscles to help with balance and control. Make this harder by testing pupils on the shapes learnt. Call out a shape and ask pupils to perform it without showing them.</p>  <p>star straddle pike</p> <p>dish tuck back support</p> <p>front support arch</p>
Art – Kapow		PSHE - Jigsaw

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LI: We are learning to make a 3D clay tile from a drawn design.

In this final clay moulding lesson, we will be taking what we have learnt so far about clay- What skills do we know? How can we recreate a design?

The children will begin by looking back at their design sketches from the previous lesson.

They will then be recreating their sketches into clay using scoring and adding clay to their tile.



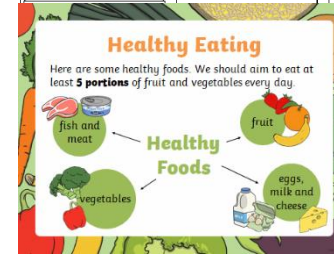
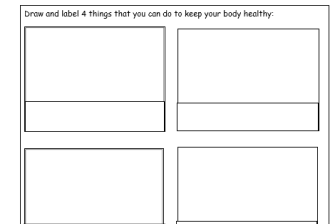
LI: We are learning what I need to keep my body healthy.

This half of term, we will be starting our new topic 'Healthy Me'.

We will be discussing the different ways we need to keep ourselves healthy:

- Get enough sleep
- Eat a balanced diet
- Drink water
- Exercise
- Wash our hands

The children will then independently write their own set of instructions of how to keep their bodies healthy.



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LI: We are learning to understand the needs of a human.

In the first lesson, we will be looking at what the 6 main human needs are.

We will begin by identifying/discussing these needs and then will endeavour to explain the importance of each of these needs.

Monday 19th February 2024

LT: We are learning to understand the needs of a human.



2. Which human need do you think is the most important? Why?

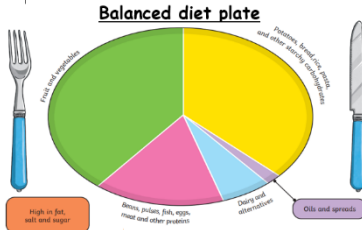
3. What would happen if a human did not have any water?

4. What would happen if a human did not have shelter?

In the second lesson, we will be looking at the 'Eatwell' plate. We will be discussing what nutrition humans need and what a balanced diet looks like. Children will then independently fill their plate with a balanced diet.

Monday 19th February 2024

LT: We are learning to identify features of a healthy lifestyle.



LI: We are learning to apply the features of a newspaper report - continued from previous week.

In this lesson, children will apply the features of a newspaper report and use their plan to write their own report about Neil Armstrong's exploration of the moon in 1969.

WC: Monday 5th February 2024

LT: We are learning to apply the features of a newspaper report.

LI: We are learning how to design algorithms.

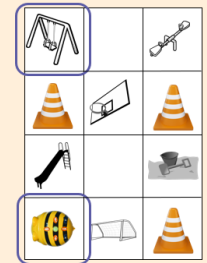
In this lesson, we are continuing to work with bee-bots.

We will use our mats from the previous lesson to plan the routes the bee-bots will make.

We will make sure we plan our routes using several steps before programming them into the bee-bot.

Algorithm design

Draw an algorithm that will make the robot complete your planned route.



Check your algorithm carefully.



If we make a mistake, we will work with our partner to 'debug'.

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Newspaper report checklist

- I can write a headline.
- I can include the 5 Ws (who, what, where, when and why).
- I can write a sequence of sentences.
- I can write in chronological order.
- I can use the past tense.
- I can write a caption for a photograph.
- I can use a capital letter at the start of sentences and proper nouns.
- I can use a full stop at the end of sentences.

Session 2

LI: We are learning to sequence the lives and significance of both Christopher Columbus and Neil Armstrong.

Working in groups, children will sequence, in chronological order, details about either Neil Armstrong or Christopher Columbus. They will use the Exploration stories sorting cards to sequence.

Allow the children time to discuss and compare how they have sequenced their cards and correct any mistakes before finalising their timelines.

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1930	1949	1969	1986
1946	1955	1971	2012
Neil gets his pilot's licence.	Neil walks on the moon.	Neil becomes a professor at a university.	Neil dies.
Neil is born.	Neil becomes a test pilot for NACA.	Neil investigates the Challenger explosion.	Neil joins the U.S. Navy.

Neil Armstrong

He went back to university after the war and completed his studies in 1955. He then started work as a test pilot for NASA.

He resigned from NASA in 1971 and worked as a professor at a university. He retired in 2002 and died in 2012.

Neil Armstrong was born in 1930. He took his first plane ride when he was six years old. He was a Scout and earned the highest level of Eagle Scout.

He was the commander of the Apollo 11 mission in July 1969. He was the first person to walk on the Moon.

He joined the space programme in 1962. He was the first person to dock two spacecraft together in 1966.

He got his pilot's licence on his 16th birthday in 1946. He went to university to study how aeroplanes work. He left university in 1950 to fly in the Korean War. He received three medals.

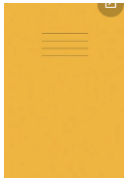
There was a big parade to celebrate the Apollo 11 mission in August 1969. Neil Armstrong then travelled around 21 countries talking about his experiences in space.

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Homework



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

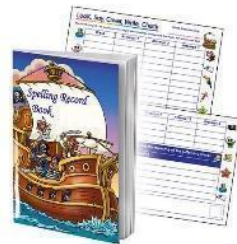
Your teacher will check, mark and sign your work once a week.

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



Spellings

Please make sure your child's spelling book is in their book bag on 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

Multilingual Book Club

Check classroom doors for when it is taking place in the library.



Please come to the school office.



Weekly Overview of Learning

Year Group: 2 Week beginning: 19.2.24

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

			<p><u>Competitions & Challenges</u></p>  <p><u>February writing challenge!</u></p> <p>We have been enjoying our Monster Phonic books in school. To celebrate the new Monster Phonic Books online we would like you to create a story set in Monster / Phonics land with all the monsters in!</p> <p>Please bring your entries to your teacher (with your name and class on) by Monday 4th March.</p> <p>We look forward to seeing your creations!</p> 
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