


Weekly Overview of Learning

Year Group: 2 Week beginning: 2.10.23

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Trip
Reading and Writing	<u>LI: We are learning to devise a fact file based on Henry the Eighth.</u>	<u>LI: We are learning to compose a non-fiction book based on Monarchs.</u>	<u>LI: We are learning to compose a non-fiction book based on Monarchs.</u>	<u>LI: We are learning to select and apply non-fiction features to our book.</u>	<u>Year 2 Trip – Hampton Court Palace</u> <u>Wednesday - Pine and Sycamore</u> <u>Friday Aspen and Chestnut</u>
Speaking and Listening Focus	We are learning to take it in turns and listen attentively when others are sharing their prior knowledge.	We are learning to adapt our language to suit an audience.	We are learning to use connectives to develop our ideas.	We are learning to gain the attention of a listener/ reader.	
Key vocabulary and Key Blooms higher order thinking questions	Key vocabulary Monarch King Henry the Eighth Facts Fact file Non-fiction book Features Importance Reign Lifestyle Retrieval Key Questions What information is important to include? What skill am I using?	Key vocabulary Monarch King Henry the Eighth Facts Fact file Non-fiction book Reign Lifestyle Headings Subheadings Key Questions What is a subheading? What is a heading? How should I layout my information so it is easier to access?	Key vocabulary Monarch King Henry the Eighth Facts Fact file Non-fiction book Features Importance Reign Lifestyle Subheadings Key Questions What information is relevant to the subheading?	Key vocabulary Features Front cover Eye-catching Title Author Key Questions What is the purpose of a front cover? What features need to be on the front cover? How can I make a front cover eye-catching?	

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			What images are relevant to the information? How do you know?		
Activities	<p>This week, the children will be using what they have learnt about non-fiction texts and will be beginning to create their own.</p> <p>The children will begin by researching and using their retrieval skills to find out more about King Henry the 8th.</p> <p>The children will then use the information they have found and organise it into 4 different subheadings: Lifestyle, reign, family and home.</p>	<p>In this lesson, the children will use the information that they have collected from the previous lesson and start to organise it into their own non-fiction book.</p> <p>They will pick an eye-catching heading and subheading.</p> <p>They will then choose what information they have found to be relevant.</p> <p>Finally, the children will then pick the image they would like to use that is suitable for the information they have written about.</p>	<p>The children will continue to compile the information into their non-fiction book.</p> <p>The children will pick the remaining eye-catching heading and subheading.</p> <p>They will then choose what information they have found to be relevant to these different topics.</p> <p>The children will then proofread what they have written to make sure it makes sense.</p> <p>Finally, the children will swap non-fiction books with their partners to give each other feedback and fact-check each other's books.</p>	<p>The children will be designing their own front cover.</p> <p>The children will discuss what features need to be included in a front over. For example: a title, name of author, images of what the book is about.</p> <p>The children will also discuss how they can make their book appealing to a reader.</p>	<p><u>Children will be completing a Tudor times workshop.</u> This fun and interactive session gives children the opportunity to find out about life at Tudor court, and to make comparisons with their own lives. Children are introduced to simple primary source material and everyday historical terms in this hands-on session.</p> <p>The session focuses on handling replica objects, finding out about Tudor clothes and learning a Tudor dance popular with Henry VIII.</p>

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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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<p>Phonics</p> <p>Moon, stars, Phonics</p>	<p>Review</p> <p>Recap the Year 1 u-e grapheme using the flashcards provided.</p> <p>Teach the al grapheme.</p> <p>Introduce the grapheme with the PowerPoint.</p> <p><u>Action: Tricky Witch's wand.</u></p> <p>Look at how to add suffixes to al words.</p> <p>Focus on the al picture and sentence for the most common al words. This is a rare grapheme.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Colour and Write</p> <p>Tricky Witch il (schwa -i)</p> </div>	<p>Review</p> <p>Recap the Year 1 u-e grapheme using the flashcards provided.</p> <p>Recap the il/el/al graphemes features from yesterday's lesson</p> <ul style="list-style-type: none"> - most of the time, this schwa sound is spelt with an le grapheme. - learning the most common words for the other graphemes will identify the exceptions and improve spelling accuracy. - read each spelling sentence from the previous lessons for al, el and il. <div style="border: 1px solid black; padding: 5px;"> <p style="font-size: small;">Tricky Witch il (schwa -i)</p> <table border="1" style="font-size: x-small;"> <tr><td>g</td><td>p</td><td>A</td><td>e</td><td>b</td><td>f</td><td>a</td><td>p</td><td>d</td><td>g</td><td>c</td><td>n</td><td>c</td><td>a</td></tr> <tr><td>a</td><td>l</td><td>b</td><td>o</td><td>a</td><td>o</td><td>e</td><td>a</td><td>m</td><td>e</td><td>s</td><td>p</td><td>t</td><td>l</td></tr> <tr><td>t</td><td>n</td><td>o</td><td>s</td><td>t</td><td>r</td><td>i</td><td>l</td><td>e</td><td>p</td><td>a</td><td>e</td><td>p</td><td>s</td></tr> <tr><td>k</td><td>l</td><td>m</td><td>t</td><td>g</td><td>s</td><td>l</td><td>r</td><td>n</td><td>i</td><td>h</td><td>n</td><td>a</td><td>A</td></tr> <tr><td>p</td><td>e</td><td>n</td><td>c</td><td>e</td><td>l</td><td>h</td><td>i</td><td>k</td><td>l</td><td>A</td><td>c</td><td>a</td><td>P</td></tr> <tr><td>u</td><td>m</td><td>p</td><td>l</td><td>r</td><td> </td><td> </td><td> </td><td>d</td><td>g</td><td>i</td><td>t</td><td>i</td><td> </td></tr> <tr><td>p</td><td>e</td><td>s</td><td>g</td><td>b</td><td> </td><td> </td><td> </td><td>m</td><td>c</td><td>l</td><td>i</td><td>l</td><td> </td></tr> <tr><td>i</td><td>l</td><td>A</td><td>s</td><td>i</td><td>a</td><td>s</td><td>i</td><td>c</td><td>p</td><td>o</td><td>d</td><td>a</td><td>l</td></tr> <tr><td>l</td><td>n</td><td>c</td><td>s</td><td>l</td><td>u</td><td> </td><td>A</td><td>p</td><td>r</td><td>i</td><td>l</td><td> </td><td>i</td></tr> <tr><td>h</td><td>t</td><td>l</td><td>p</td><td>a</td><td>e</td><td>f</td><td>n</td><td>i</td><td>l</td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>o</td><td>f</td><td>o</td><td>s</td><td>s</td><td>i</td><td>l</td><td>t</td><td>a</td><td>i</td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td>l</td><td>c</td><td>a</td><td>l</td><td>p</td><td>t</td><td>a</td><td>i</td><td>l</td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> </div>	g	p	A	e	b	f	a	p	d	g	c	n	c	a	a	l	b	o	a	o	e	a	m	e	s	p	t	l	t	n	o	s	t	r	i	l	e	p	a	e	p	s	k	l	m	t	g	s	l	r	n	i	h	n	a	A	p	e	n	c	e	l	h	i	k	l	A	c	a	P	u	m	p	l	r				d	g	i	t	i		p	e	s	g	b				m	c	l	i	l		i	l	A	s	i	a	s	i	c	p	o	d	a	l	l	n	c	s	l	u		A	p	r	i	l		i	h	t	l	p	a	e	f	n	i	l					o	f	o	s	s	i	l	t	a	i					l	c	a	l	p	t	a	i	l						<p>Review</p> <p>Recap the Year 1 ar grapheme using the flashcards provided</p> <p>Teach Homophones</p> <p>Describe what a homophone is. Explain that a near-homophone has a similar but slightly different sound.</p> <p>Look at homophone pairs and identify differences and similarities.</p> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <hr/><hr/><hr/> </div> <div style="border: 1px solid gray; padding: 5px;"> </div>	<p>Review</p> <p>Recap the Year 1 ee grapheme using the flashcards provided</p> <p>Recap the homophone pairs learnt yesterday.</p> <p>In pairs, write as many as possible on a white board. Children to give examples of sentences in which each is used, such as:</p> <p>I knew the answer.</p> <p>I have new shoes.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> </div> </div>	<p>Review</p> <p>Recap al il and el using the pictures and sentences.</p> <p>CEWs</p> <p>Add the Year 2 CEWs flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.</p> <p>Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week.</p>
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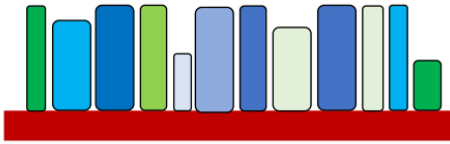
Year Group: 2 Week beginning: 2.10.23

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week year 2 will be reading a range of nonfiction books about Tudors to link with their trip to Hampton Court Palace.</p>	
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths	Maths assessment Paper 1	LI: We are learning to recall our 2,5,10 times tables.	Year 2 Trip – Hampton Court Palace Wednesday - Pine and Sycamore Friday Aspen and Chestnut	Maths assessment Paper 2	
Key vocabulary and Key Blooms higher order thinking questions	<p>Children will be completing Maths assessment paper 1 arithmetic This paper will assess the children’s maths across all four operations (add, subtract, times and divide) They will</p>	<p>Key vocabulary Ten Five Two Times Count Total 100 square</p> <p>Key Questions How many 2s in 24?</p>	 <p>Children will be completing a Tudor times workshop. This fun and interactive session gives children the opportunity to find out about life at Tudor court, and to make</p>	<p>Children will be completing Maths assessment paper 2 reasoning. This paper will assess the children’s problem solving and reasoning maths skills. The children will be completing the test over 2 days. Example reasoning questions listed below:</p>	

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	<p>answer questions such as:</p> $70 \div 10 = \square$ <hr/> <hr/> $41 - 20 = \square$	<p>How many 5's in 35? How many 10s in 50? What is the inverse to $5 \times 5 = 25$? Will 23 be in the 2 times table? Why? Will 46 be in the 5 times table? Why? Will 92 be in the 10 times table why?</p>	<p>comparisons with their own lives. Children are introduced to simple primary source material and everyday historical terms in this hands-on session.</p> <p>The session focuses on handling replica objects, finding out about Tudor clothes and learning a Tudor dance popular with Henry VIII.</p>	<p>A shop had 20 books.</p> <p>Some books were sold.</p> <p>There are 12 books left.</p>  <p>How many books were sold?</p> <input data-bbox="1854 555 2002 616" type="text"/>
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Activities

1. $8 - 6 = \square$

2. $9 + 5 = \square$

Find and colour the answer

2	12	10	22	12	18	8	22	8
4	18	12	6	14	6	16	24	2
24	22	8	10	20	4	12	16	18
10	14	12	2	6	24	14	8	4
20	10	6	20	16	22	18	6	16
8	4	8	18	2	10	2	10	14
24	6	20	14	24	4	16	24	20
12	8	22	10	18	2	22	20	18
6	16	20	4	12	4	14	16	2

This is a two-player game. Each player takes it in turns to spin the spinner. When the spinner lands on a number, the player has to multiply that number by 5 and colour the answer in once on the sheet. Then, the second player takes a turn and repeats the above, using a different colour. The first player to colour in 5 consecutive squares is the winner!

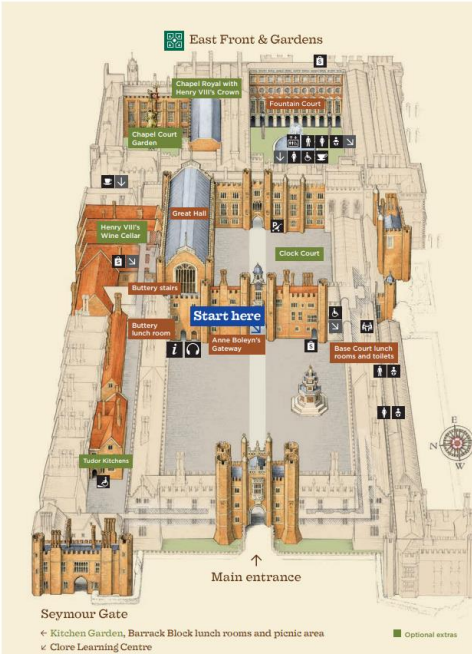


Children to work in pairs to play the 2,5,10 times table game. First player to colour in

Children will then have a tour of the Palace where they will see:

- Tudor Kitchens
- Bedrooms
- Henry VIII apartment
- Chapel
- The Great Hall.

Children will have a chance to look around the Palace gardens in the afternoon.



There are 5 pears in each bag.



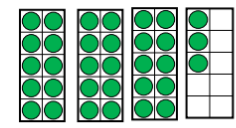
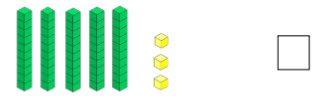
A shop sells 5 bags of pears.



How many pears are sold **altogether**?

pears

Tick the odd one out.



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5 squares wins!

5	45	30	10	60	20	5	30	40
25	35	50	15	55	40	25	45	60
55	30	60	25	5	35	55	20	50
40	10	45	50	10	20	5	45	60
35	5	20	60	15	25	30	15	40
20	55	35	10	30	50	45	35	55
15	60	5	50	35	40	55	10	20
10	50	30	55	10	25	35	15	25
25	5	45	15	40	60	20	30	50

LI: We are learning to explore how a composer uses rhythm and articulation and responding to music through movement. Lesson 1 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.

They will build on their understanding of Identifying how the composer uses rhythm and articulation to create character.

Respond to the character of the piece through movement.

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, jiltery, brittle etc.).

‘The elephant’



- Which of these string instruments represents the elephant? Why?
- Did you guess correctly?
- How might an instrument reflect an animal's physicality?

LI: We are learning about the importance of the Ten Commandments.

Today the children will be learning about the Jewish Ten Commandments and we will rank them in order from most to least importance. Then, children will write out what rules are important to follow at school.

Week commencing 2nd October 2023

LI: We are learning about the importance of the Ten Commandments and rules.

Write down four of the Ten Commandments that you believe are the most important.



Now, write down your own Ten Commandments you think people should follow at school.

1) _____

2) _____

3) _____

L5 Fundamentals

LI: To develop coordination and combining jumps.

Success Criteria

- Keep your body upright.
- Remember the rhythm – jump, bend, jump, bend.

Elastic ropes:

In groups of three with a French skipping rope. Two pupils stand 4m apart within the elastic loop. They stretch the elastic rope into a rectangle shape by standing with their feet shoulder width apart. The elastic should start at ankle height. The third pupil starts by standing outside the rope.

Pupils take turns to:

- 1. Jump in: jump with both feet together to land inside the elastic. Jump from out to in.

Bend your knees to jump and land. Land on the balls of your feet to help you spring upwards.



- 2. On: jump to land with both feet on top of the elastic. The left foot lands on the left elastic; the right foot lands on the right elastic.

Look forwards, not down to help you to balance.



Invasion Games L5

LI: We are learning to mark an opponent and understand this is a defending skill.

Success Criteria

- Stand sideways so you can see your attacker and the ball.
- Stay close to your attacker and always be ready to intercept the ball.

Protect the cones:

Place 12 cones out in the space. In pairs, one defender, one attacker.

Q: Do you know what marking means? To defend an attacker by staying close to them. Q: How would marking benefit your team? It would mean that all attackers are defended and therefore harder for them to score.

On the teacher's signal, attackers start running to touch the cones. Defenders stay with their attacker and get in the way of the cones. If the defender manages to get in between the attacker and the cone the attacker is running to, the attacker must run to a different one. Swap roles after 1 minute.

Focus on quick steps to try to get in front of the attacker. Watch the attacker's movement and see if you can guess which cone they are headed towards.

Make this easier for the defender by using fewer cones and spacing them further apart or by playing the game at a walking pace first.



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PSHE - Jigsaw

LI: we are learning to understand how following the Learning Charter will help me and others learn to work cooperatively.

Within this lesson, children will learn to use their sentence stems and develop their discussion skills to discuss the key questions below -

Do you think the rewards and consequences in the Learning Charter are fair?

How can we make the Learning Charter work in our class?

Is there anything in the Learning Charter you don't understand or are worried about?

Children will use a range of media to create a poster on the class charter in action in the classroom.



ART – Kapow

L5 – Telling a story

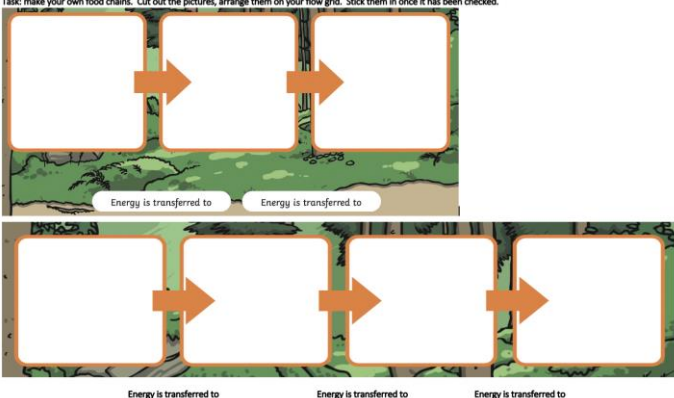


LI: We are learning to develop illustrations for a story.

This week, children will be creating their own story books and using their characters from the previous lesson. They will use the different drawing and mark making techniques to create an original story. They will have different resources for this, such as colouring pencils, felt tip pens, black biros and sketching pencils.



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Science - Wellington Curriculum	Topic (History and Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: we are learning to interpret and construct simple food chains.</u> <u>LI: we are learning to explore how animals and plants can adapt.</u></p> <p>In this lesson, children will learn that food chains show how living things depend on one another for food. Plants always start a food chain because they are producers that make their own food using sunlight. They will also learn that prey animals have different ways to avoid capture by predators and plants have adaptations that protect them from being eaten by animals through conducting an investigation.</p> <p><small>Task: make your own food chains. Cut out the pictures, arrange them on your flow grid. Stick them in once it has been checked.</small></p>  <p><small>Challenge: create more food chains in your book using words and arrows</small></p>	<p>Year 2 Trip to Hampton Court Palace</p> <p>As part of their interactive learning, children will be on a school trip to Hampton Court Palace. They will learn many exciting things, such as facts on Henry VIII and his wives, how people lived during this time period and what they wore/ate.</p> 	<p><u>LI: we are learning to explain how to use information technology safely.</u></p> <p>Learners will consider how they use different forms of information technology safely, in a range of different environments. They will list different uses of IT and talk about the different rules that might be associated with using them. Learners will then say how rules can help keep them safe when using IT.</p> <p>Think, pair, share</p> <p>Choose a device from the class list.</p> <p>What rules do you have to follow when using this device?</p> <p>These rules could be from school or from home.</p> 

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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 these days as this is their spelling test day.

Remember to write your spelling sentences in your purple reading task book.



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?

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no necklaces or big bows to be worn.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags in every day!

Thank you.