

# Weekly Overview of Learning

Year Group: 2 Week beginning: 20.11.23

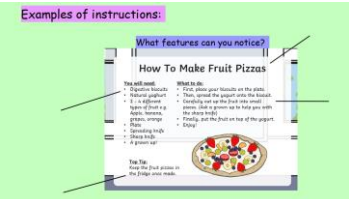


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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to identify features of instructions.</u>	<u>LI: We are learning to compose a set of instructions.</u>	<u>LI: We are learning to compose a set of instructions.</u>	<u>LI: We are learning to read and apply instructions.</u>	School INSET day
Speaking and Listening Focus	We are learning to offer detailed contributions.	We are learning to use connectives to develop our ideas.	We are learning to ask and answer relevant questions.	We are learning to listen accurately and respond appropriately.	
Key vocabulary and Key Blooms higher order thinking questions	<p><b>Key Vocabulary</b> Order Clarity Instructions Verbs Imperative verbs Actions Importance Ingredients</p> <p><b>Key Questions</b> What ingredients do we need to use? Why do we need an ingredients list?</p>	<p><b>Key Vocabulary</b> Order Clarity Instructions Verbs Imperative verbs Actions Importance 1.2. 3. 4. 5. Method</p> <p><b>Key Questions</b> What comes first in the instructions? What connectives should we use?</p>	<p><b>Key Vocabulary</b> Order Clarity Instructions Verbs Imperative verbs Actions Importance 1.2. 3. 4. 5. Method</p> <p><b>Key Questions</b> What are the final steps in the instructions? What connectives should go with the final instructions? What top tip would you give?</p>	<p><b>Key Vocabulary</b> Follow instructions Steps Order Proof reading</p> <p><b>Key Questions</b> Can I check the ingredients list? Can I follow the instructions in the correct order? Can I follow the instructions accurately.?</p>	

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<p><b>Activities</b></p>	<p>This week, the children will be making their own owl ice-cream!</p> <p>We will be learning how to create a set of instructions and try to follow them.</p> <p>We will begin the lesson by looking at examples of instructions.</p>  <p>The children will be identifying what features they can see, for example, an ingredients list, method etc.</p> <p>They will then write their own ingredients list.</p>	<p>We will begin the lesson by recapping the features of instructions.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> <li>crumbly chocolate flakes</li> <li>yummy chocolate ice cream</li> <li>sweet, white chocolate buttons</li> <li>tasty, bright orange smarties</li> <li>rigid, metal ice cream scooper</li> <li>crispy, mouth watering cones</li> </ul> <p>We will then explore imperative verbs, what they are and how to use them in a sentence.</p> <p><b>Eat your lunch.</b></p> <p><b>Tidy the cloakroom.</b></p> <p><b>Write today's date.</b></p> <p><b>Walk home after school.</b></p> <p>We will practise writing these in sentences.</p> <p>The children will then begin to write their method using expanded noun phrases and imperative verbs.</p>	<p>In this lesson, the children will look at their start of there method.</p> <p>They will check that they have used appropriate connectives and imperative verbs.</p>  <p>The children will then go on to add the second part of their method and add their top tip.</p>	<p>In this lesson, the children begin by proof reading and checking their instructions.</p> <p>They will then be following the instructions they have written.</p>  <p>They will make and taste their own ice-creams!</p>	
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<p>Additional Literacy Learning</p>	<p><b>Lesson 1</b></p>	<p><b>Lesson 2</b></p>	<p><b>Lesson 3</b></p>	<p><b>Lesson 4</b></p>	<p><b>Lesson 5</b></p>
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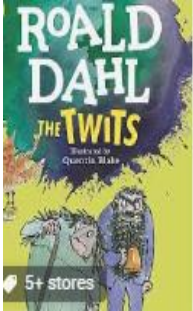
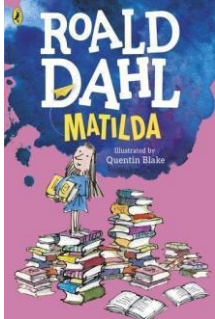
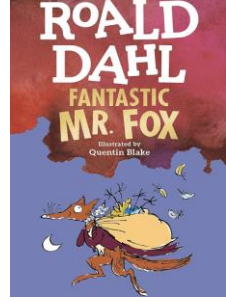
<p><b>Phonics</b>                    Term 2 – week 11</p>	<p>Today children will learn the w-ar (or) grapheme.</p> <ol style="list-style-type: none"> <li>1- Read the w-ar (or) grapheme on the powerpoint.</li> <li>2. Watch the 'Tricky Witch's Clues' video. Can the children remember all of the w-ar (or) words in the song? 3. Download the activity. Play the hide and seek board game in groups of two or four. Write a set of clues using w-ar (or) words. One player hides an X under the picture and the other players have to guess where. Use clues like 'getting warmer' to help them.</li> </ol> <div data-bbox="257 909 622 1149"> <p><b>Hide and Seek Clues &amp; Game</b></p> <p>Go for<u>war</u>ds                  Go back<u>war</u>ds                  Getting <u>war</u>mer                  Tow<u>ar</u>ds the <u>war</u>dr<u>or</u>e</p> <p>The winner gets an <u>awar</u>d                  You did it                  Be <u>rewar</u>ded with your <u>awar</u>d</p> </div>	<p>Children will recap the sound they learnt yesterday using the flashcards. We will read the Hide and Seek poem as a class. 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. 3. Download the word search to complete.</p> <div data-bbox="660 694 1070 1220"> <p><b>Wordsearch</b>                  Year 2 Graphemes                  Tricky Witch   ar after w (or)</p> <table border="1"> <tr><td>a</td><td>u</td><td>r</td><td>s</td><td>w</td><td>n</td><td>k</td><td>q</td></tr> <tr><td>e</td><td>*</td><td>*</td><td>t</td><td>o</td><td>a</td><td>r</td><td>s</td><td>*</td></tr> <tr><td>*</td><td>*</td><td>*</td><td>u</td><td>w</td><td>a</td><td>h</td><td>m</td><td>t</td><td>k</td><td>w</td><td>*</td></tr> <tr><td>t</td><td>o</td><td>s</td><td>a</td><td>p</td><td>o</td><td>w</td><td>d</td><td>r</td><td>e</td><td>l</td><td>a</td><td>*</td></tr> <tr><td>f</td><td>w</td><td>a</td><td>r</td><td>o</td><td>r</td><td>a</td><td>w</td><td>s</td><td>h</td><td>a</td><td>r</td><td>w</td><td>h</td></tr> <tr><td>t</td><td>*</td><td>*</td><td>n</td><td>d</td><td>r</td><td>o</td><td>w</td><td>i</td><td>d</td><td>m</td><td>a</td><td>t</td></tr> <tr><td>w</td><td>*</td><td>*</td><td>c</td><td>m</td><td>n</td><td>a</td><td>s</td><td>l</td><td>o</td><td>s</td><td>n</td><td>l</td></tr> <tr><td>f</td><td>o</td><td>r</td><td>w</td><td>a</td><td>r</td><td>d</td><td>a</td><td>t</td><td>a</td><td>y</td><td>o</td><td>r</td></tr> <tr><td>n</td><td>d</td><td>h</td><td>s</td><td>v</td><td>a</td><td>e</td><td>w</td><td>o</td><td>r</td><td></td><td></td><td></td></tr> <tr><td>h</td><td>e</td><td>w</td><td>d</td><td>a</td><td>w</td><td>a</td><td>r</td><td>d</td><td>w</td><td></td><td></td><td></td></tr> <tr><td>s</td><td>p</td><td>o</td><td>a</td><td>s</td><td>r</td><td>q</td><td>m</td><td>a</td><td>h</td><td></td><td></td><td></td></tr> <tr><td>r</td><td>e</td><td>w</td><td>a</td><td>r</td><td>d</td><td>a</td><td>e</td><td>c</td><td>s</td><td></td><td></td><td></td></tr> </table> <p>Can you find the following words?                  war    warm    towards    warn                  forward    award    reward</p> </div>	a	u	r	s	w	n	k	q	e	*	*	t	o	a	r	s	*	*	*	*	u	w	a	h	m	t	k	w	*	t	o	s	a	p	o	w	d	r	e	l	a	*	f	w	a	r	o	r	a	w	s	h	a	r	w	h	t	*	*	n	d	r	o	w	i	d	m	a	t	w	*	*	c	m	n	a	s	l	o	s	n	l	f	o	r	w	a	r	d	a	t	a	y	o	r	n	d	h	s	v	a	e	w	o	r				h	e	w	d	a	w	a	r	d	w				s	p	o	a	s	r	q	m	a	h				r	e	w	a	r	d	a	e	c	s				<p>Today children will be introduced to the s (zsh) grapheme. We will read the words on the powerpoint. Watch the 'Treasure on the Television' video. Ask the class to make the Tricky Witch. 3. Write the Pirate and the Television memory sentences on the template provided. Write the s (zsh) words in colour-code.</p> <div data-bbox="1097 798 1377 1204"> <p><b>s (zsh)</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div>	<p>Children will recap the s (zsh) words using flashcards. As a class, recall the two memory sentences with volunteers to write the s (zsh) words on the board. Then, use an A4 book to write words in colour-code using a variety of media.</p> <div data-bbox="1444 662 1769 1141"> </div>	<p>Use the Year 2 CEWs PowerPoint. Use this to read the focus CEWs below.</p> <p>water parents – both have a tricky a that makes a different sound.</p> <p>water – a makes an or sound.</p> <p>parents – a makes an air sound.</p> <p>beautiful – ea is silent, u is a long U-Hoo U.</p> <p>Spend more time on this more difficult word to spell.</p> <p>Sounding out B E A U – tiful may also help.</p> <div data-bbox="1803 1029 2161 1260"> </div>
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Class Text – Reading Aloud 10-15 mins each day	Aspen Class – 	Chestnut Class 	Pine Class - Title - Fantastic Mr. Fox 	Sycamore 

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to count money in pence and pounds.</u>	<u>LI: We are learning to select coins to make an amount of money.</u>	<u>LI: we are learning to explore the different ways to make the same amount</u>	<u>LI: We are learning to compare amounts of money.</u>	School INSET day
Key vocabulary and key questions	Key Vocabulary money pence worth adding	Key Vocabulary money pence worth adding	Key Vocabulary money pence swap £20	Key Vocabulary money pence coin same	

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	<p>subtracting 5p coin</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is this coin/note worth?</li> <li>• Which coin/note is worth more?</li> <li>• What is the total value of £ notes/coins?</li> <li>• What is the total value of p coins?</li> <li>• How much money is there altogether?</li> </ul>	<p>how much?</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How much money do you need? How much money have you got? How much more money do you need?</li> <li>• How do you know what you have made ?</li> <li>• Can you find another way to make the same amount?</li> <li>• Does it matter if you count the pounds or pence first?</li> <li>• Does swapping change the total?</li> </ul>	<p>change</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Can you make the same amount a different way?</li> <li>• How do you know the amount is the same?</li> <li>• What can you swap a £20 note for to keep the amount the same?</li> <li>• Can you swap any notes/coins to make the same amount?</li> <li>• What is the fewest number of coins you can use to make ?</li> </ul>	<p>compare &lt; &gt; =</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Which is worth more, £1 or 1p? How do you know?</li> <li>• How much money is there?</li> <li>• If the number of pounds is the same, what can you compare?</li> <li>• If the number of pence is the same, what can you compare?</li> <li>• Which amount is the greatest/smallest? How do you know?</li> <li>• Who has the least/most money? How do you know?</li> </ul>	
<p><b>Activities</b></p>	<p>In this small step, children combine their learning from the previous two steps to count money in both pounds and pence. Decimal notation is not introduced in Key Stage 1, so children will represent amounts using “and”, for example £5 and 30p, rather than £5.30 As the notation of “£” and “p” may have been new to</p>	<p>In this small step, children build on the learning from earlier in the block, choosing notes and coins to make a given amount. Children select notes and coins from a bigger set, reinforcing their learning on counting money as a method of checking their answers.</p>	<p>In this small step, children explore different ways of making the same amount. They may have had some experience of this earlier if there was more than one way to choose a given amount from a set of coins, but here they focus on it explicitly. As in the previous step, children are not required to count in pence</p>	<p>In this small step, children compare amounts of money using the language of “greater than”, “less than”, “most” and “least”, together with the inequality symbols. As inequality symbols are often a sticking point for children, they may need a reminder of the meaning of each symbol before continuing with the</p>	

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children in the previous steps, they may need reminding of these to ensure that they are using them correctly. Children will not count across £1, so the pence value will always be less than 100p. Also, as children do not go beyond 100 in Year 2, all the pound values will be less than £100. Encourage children to consider and count pounds and pence separately before combining them. It is important that they can interpret the values they have written down, for example reading "£5 and 30p" as "5 pounds and 30 pence".

How much money is there?

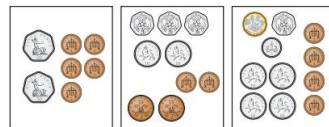


Choose £6 from each box.



Compare answers with a partner.

Choose 53p from each box.



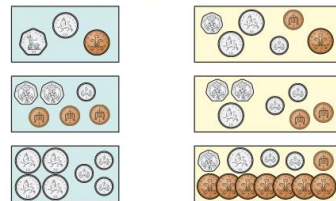
Compare answers with a partner.

to make a pound, as this will be looked at later.

Match the amounts that are the same.



Match the amounts that are the same.







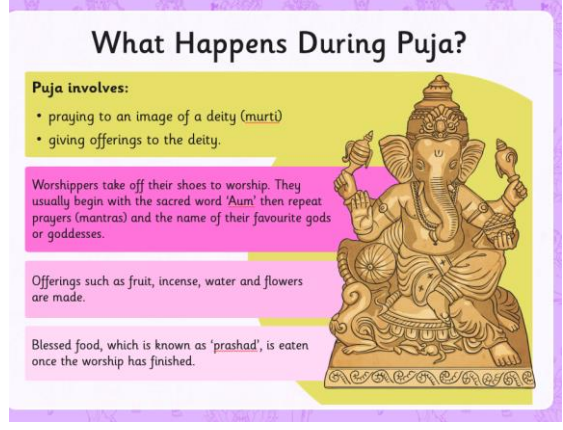
step. Children compare amounts of money that are made up of both pounds and pence, but they only need to focus on one of these, as the other will be the same. For example, they may compare £3 and 20p with £3 and 60p, where £3 is the constant, or compare £4 and 50p with £7 and 50p, where 50p is the constant. They should recognise that since one part is the same, they can just compare the other. It is important that children know that £1 is worth more than 1p, so if they compare £3 with 3p, then they know that £3 is worth more.

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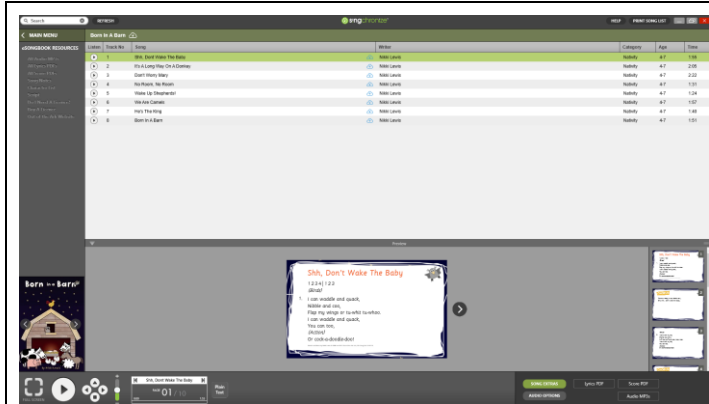
				<ul style="list-style-type: none"> <li>Which note is worth the most?                        How do you know?</li> <li>Which coin is worth the least?                        How do you know?</li> <li>Which is the greatest amount of money?                        How do you know?</li> </ul>	
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>LI: We are learning to perform songs for our Christmas concert.</u></b></p>  <p>Children will be learning songs for the Christmas concert.</p> <p>They will be learning:</p>	<p><b><u>LI: We are learning to explain why puja is important to Hindus.</u></b></p>  <p><b>What Happens During Puja?</b></p> <p><b>Puja involves:</b></p> <ul style="list-style-type: none"> <li>praying to an image of a deity (murti)</li> <li>giving offerings to the deity.</li> </ul> <p>Worshippers take off their shoes to worship. They usually begin with the sacred word 'Aum' then repeat prayers (mantras) and the name of their favourite gods or goddesses.</p> <p>Offerings such as fruit, incense, water and flowers are made.</p> <p>Blessed food, which is known as 'prashad', is eaten once the worship has finished.</p>	<p><b><u>L4 Team Building</u></b></p> <p><b><u>LI: We are learning to communicate effectively and build trust.</u></b></p> <p><b>10 Mins Warm Up and Introduction</b></p> <p>Safe space:</p> <p><b>A</b> Pupils stand in their own space. They begin by walking around the area, moving in and out of each other. Move around in the space, changing direction and avoiding other people.</p> <p><b>B</b> Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use. Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.</p>

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Shh don't wake the baby

Born in a barn

We are Camels!


## Objects Used in Puja

Each shrine contains a puja tray, which holds several important items:

<p><b>Bell</b> – The worshippers ring the bell to let God know that they are ready to worship.</p> 	<p><b>Incense and incense holder</b> – The incense burns and gives off a pleasant aroma, which purifies the air around the shrine.</p> 
<p><b>Kum kum powder</b> – When mixed with water, this powder makes a red paste. Hindu worshippers use it to mark their foreheads as a sign of respect to the gods. They also mark the foreheads of the gods on their shrine.</p> 	<p><b>Water containers and spoon</b> – To show respect, water is offered to the gods on a spoon.</p> 
<p><b>Divya lamp</b> – The lamp is lit as a symbol of God's presence.</p> 	

**L.I: We are learning to explain why puja is important to Hindus.**

<p><b>Incense holder and incense</b></p>	<p><b>Tikka pot</b></p>
<p><b>Bell</b></p>	<p><b>Divya Lamp</b></p>
<p><b>Water and spoon</b></p>	<p><b>Offerings/prashad</b></p>



Puja Tray

Children to design own puja and label.


### 30 Minutes Skill Development

Where to?

Place a number of cones around the space. In pairs with one blindfold. Pupil A is blindfolded. Pupil B must guide their partner to a specified cone.

- once blindfolded are on the teacher holds up a coloured cone. Pupil B's guide their partner to each of the cones matching that colour using their voice. After a few minutes change roles.
- Talk to your partner using clear directions such as forwards, stop, backwards etc. to help to support guide them. The pupil guiding is responsible for their partner's safety. Be sensible in the instructions you give to keep your partner safe.
- repeat the challenge. This time, pupils must guide their partner to the relevant cones and step over it once they arrive.

Make this harder by asking pupils to step sideways over the cone.



### L4 Target Games

#### L1: We are learning to develop hitting a moving target.

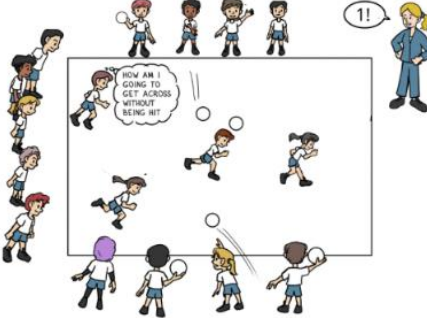
#### 10 Minutes Warm Up and Introduction

Target:

Play the warm up game used last lesson, this time in groups of three. One pupil leads the movement action for each word.

- Pupils find a space and stand one behind the other in their group. Pupils spell out the word 'target' using jogging as their movement pattern. Imagine you have paint on the bottom of your feet and you are going to spell out the word as you move. Make each letter as big as you can within the space.
- Pupils select three new words they have used this unit that they could use in their warm up e.g. golf, ball, throw, aim, release. They each take the lead for a movement action to spell their chosen word e.g. sidesteps, hopscotch, hopping.

Be mindful of others as you move around.





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LI: We are learning to evaluate and improve our artwork.

This week the children will use different techniques to up level and improve their artwork. This can include: using a fine tip paintbrush, felt tip pens, tin foil, pastels and chalk. Children will then discuss what they changed on their collage to improve it.



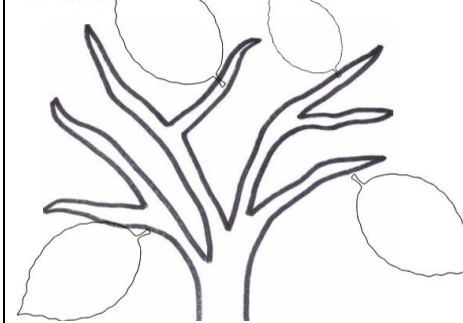
LI: We are learning to understand that bullying is sometimes about difference be and able to tell you how someone who is bullied feels

Look at the issues below – decide if is bullying or not bullying.

*Circle the correct one*

Every day, Sonia and Lucy take Sean's coat off the hook and throw it onto the floor and laugh when he gets told off. Each playtime they call him a 'stupid boy' and take his ball away from him.	_____ Bullying/ Not bullying
Terry takes Maria's ruler and uses it without asking.	_____ Bullying/ Not bullying
Yasmin has lots of friends and tells them all not to play with Amira because she wears glasses. This has been going on for a few weeks.	_____ Bullying/ Not bullying
Michael and his friends stand in the toilets at playtime and won't let the younger children use them.	_____ Bullying/ Not bullying
Anwar and Errol have an argument one day and Anwar pushes Errol so that he falls over and grazes his knee.	_____ Bullying/ Not bullying

How can you help? Piece: 1 2 3 4 5 6



children to complete the tree – write in the leaves what they should do if they see or are being bullied.

# Weekly Overview of Learning



**Year Group: 2** **Week beginning: 20.11.23**

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**Science - Wellington Curriculum**

**Topic (History) – Wellington Curriculum**

**Computing – Barefoot and Teach Computing**

# Weekly Overview of Learning

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## LI: We are learning what an animal needs to survive in their habitat.

Last week, the children explored the under the log habitat. This week, we will focus on a millipede and research what a millipede needs to survive. Children will learn the 4 main things: food, water, air and shelter.

### Animal survival

Choose one of the animals you observed. Record how the microhabitat provides the animal with things it needs to survive - food, water, air to breathe and shelter. You can also draw a picture.

Animal _____	Microhabitat _____
food	water
<input type="checkbox"/> carnivore <input type="checkbox"/> herbivore <input type="checkbox"/> omnivore	
air	shelter

What would happen if this animal couldn't find shelter in its habitat?

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## LI: We are learning to discuss and rank why Queen Elizabeth was significant.

Children to look at the actions of Queen Victoria:



Charity work

Elizabeth II supported over 500 charities and organisations during her reign. She met staff and volunteers and attended events all over the country.



Queen Elizabeth II wore colourful clothes. They made her stand out in a crowd so people could see her. She usually wore a matching hat. She wore a crown or tiara for special occasions.

## LI: We are learning to decide how photographs can be improved.

This week children will explore the effect light has on photos. They will learn to explain why a picture looks unclear and experiment with different light sources to take clear photographs.

### What is wrong with this image?



### Three ways to add more light

#### Add more daylight

Take the photo where there is more sunlight.



#### Use the camera flash

Select the built-in flash tool or use an external flash to add light.



#### Use another light source

Provide extra light by shining artificial light on the object.



# Weekly Overview of Learning

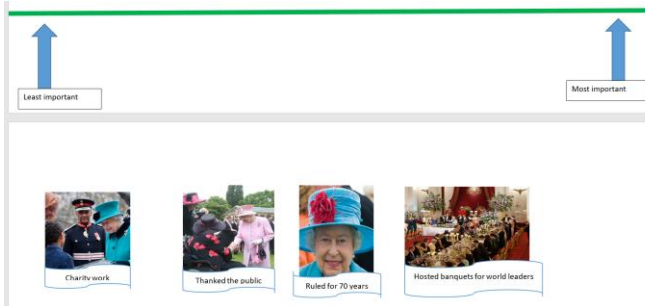
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Elizabeth II became the monarch of the United Kingdom in 1952 after the death of her father, George VI. She was crowned Queen at her coronation in June 1953.

Children to rank her actions in what they think is order of importance.



A horizontal ranking scale with a green line at the top. On the left, a blue arrow points up from a box labeled 'Least important'. On the right, a blue arrow points up from a box labeled 'Most important'. Below the scale are four small images with captions: 'Charity work', 'Thanked the public', 'Ruled for 70 years', and 'Hosted banquets for world leaders'.

Least important				Most important
				
	Charity work	Thanked the public	Ruled for 70 years	Hosted banquets for world leaders

# 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.

### Maths

### Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

#### Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every **Monday**.

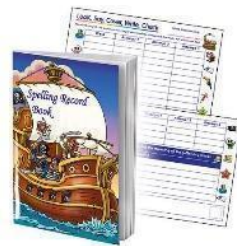
Your teacher will check, mark and sign your work once a week.

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



#### Spellings

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



**Doodle Maths** – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most.

Work to reach your target – are you in the **green** zone yet?