

Weekly Overview of Learning

Year Group: 2 Week beginning: 21.9.26

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 Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<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>ZOO TRIP</u>	<u>LI: We are learning to write and edit a diary entry about our zoo trip for our class display.</u>
Speaking and Listening Focus	We are learning to compose narratives for different purposes. Sentence stems First, I Next, I Finally, I	We are learning to include adjectives and connectives to aid expression. We are learning to respond to peers. Sentence stems First Next After Eventually	We are learning to answer questions in full sentences Sentence stems The _____ it is _____ because _____ I can see that _____ I know that _____		We are learning to use descriptive language and time connectives to improve our diary entries. We are learning to respond to feedback from our peers. Sentence stems First Next After that Eventually Finally I felt because

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Key vocabulary and Key Blooms higher order thinking questions	Key vocabulary Dear diary Comma Paragraphs Pronouns I Past tense Suffix Point of view Ellipsis Suspense Key questions What is a pronoun? Who is a diary writing to? Why is a diary written in the past tense?	Key vocabulary From Comma Paragraphs Pronouns I Past tense Suffix Key questions 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?	Key vocabulary Queen Albert Because Bathing machine Sea Key questions What words tell you about the sea? What was he / she doing? How does she feel? How do you know that?		Key vocabulary Dear diary Comma Paragraphs Pronouns I Past tense Adjectives Connectives Feelings Recount Zoo Key questions What happened next on our zoo trip? Why? What adjectives can we use to describe how we felt during the trip? What interesting details can we include in our diary entry? What goes at the end of a diary entry?
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Activities

The children will begin by recapping what a diary is and discussing with their partner what a diary is used for.

What is a diary?

When you write a diary entry you are writing about a day in the life of a real person or character.
The diary entry needs to sound as if the person or character has written it so it needs to be written from their point of view.
It also needs to be exciting and interesting to read.

The children will then know what features a diary must include, such as the use of past tense, the pronoun 'I', the date etc.

Diary Entry Checklist

Has it...

- includes the date and/or time the diary entry was written?
- starts on the past tense?
- uses the pronoun 'I'?
- uses past tense verbs?
- includes the most important events in the order they happened?
- describes the feelings?
- uses vivid writing words, e.g. next, first and then?
- talks about future events happening?

Diary Entry Examples

adjective

Dear diary,

Today was an amazing day! My dream came true.

Connective

Suddenly, I have been feeling sad and because I don't like to go swimming in the beautiful sea. People said it was not a very good thing to do.

adjective

Suddenly, we came up with a brilliant idea to create a bathing machine. A bathing machine is a machine that means I can jump into the sea without anyone looking! Brilliant!

adjective

So, I was rolled out into the sea and jumped in! Splash! I swam around for ages! What an amazing day! I can't wait to go swimming again!

From Queen Victoria

We will then begin writing the first part of our diary entry in the point of view of Queen Victoria wanting to go swimming!

In this lesson, the children will recap what they already know about diary entries.

Monday 18th September 2023.

Dear diary,

Today was an amazing day! I had so much fun and here is why...

adjective

Recently, I have been feeling very sad because I wanted to go swimming in the crystal clear sea but I couldn't because people said that it wasn't 'good enough'. People should not see a Queen swim! Sad!

MY TURN!

What does excellence look like?

All of a sudden, I came up with a brilliant idea to create a bathing machine! A bathing machine you can change in and be wheeled out into the sea. Amazing!

So, earlier today I was wheeled out into the sea. SPLASH! Into the water I went. I felt so happy because I could finally go swimming!

It was the best day ever.

From Queen Victoria

They will then look back at what they produced in the previous lesson and discuss what happened next to Queen Victoria.

The children will finish their diary entry, writing the end continuing to use the features we have learnt.



At the end of the lesson, the

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;

- Find the words
- Circle
- Tick
- Explain
- Define



What does Queen Victoria want to do? why?



Find 2 words that describe Albert.

In this lesson, the children will recap what they already know about diary entries.

They will then look back at what they produced in the previous lessons and discuss their favourite moments from our zoo trip.

Remembering Our Big Day Out

What was the very first animal you spotted when we walked through the zoo gates?

Fun fact

Sharing our memories helps us collect wonderful ideas before we write our diaries!

The children will edit and improve their diary entries, continuing to use the features they have learnt, such as the pronoun 'I', past-tense verbs, adjectives and connectives.

The children will then write their diary entries neatly for our class display, taking care with their handwriting and presentation.

At the end of the lesson, the children will get the opportunity to swap their

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		children will get the opportunity to swap their book with their partner and read each other's.			work with their partner and read each other's diary entries, sharing positive feedback about their writing.
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Phonics	gn wr
Monsters Phonics	would could should door floor poor

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to Identify, represent and estimate numbers using different representations, including the number line.</u>	<u>LI: We are learning to count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward.</u>	<u>LI: We are learning to compare objects.</u>	<u>Trip to Zoo.</u>	<u>LI: We are learning to compare and order numbers from 0 up to 100; use and = signs.</u>
Key vocabul	<u>Key Vocabulary: (specific to lesson)</u>	<u>Key Vocabulary: (specific to lesson)</u>	<u>Key Vocabulary: (specific to lesson)</u>		<u>Key Vocabulary: (specific to lesson)</u>

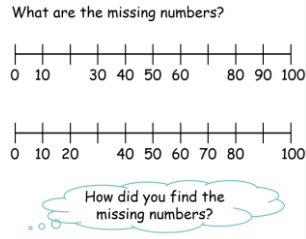
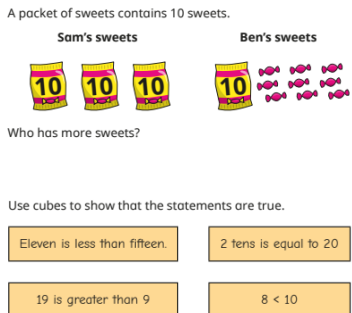
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ary and Key Blooms higher order thinking questio ns	Number line Intervals Forward Backward <u>Key questions:</u> What is the start value of the number line? What is the number line counting in? How many intervals are there?	Number line Value Forward Backward More Less Interval <u>Key questions:</u> How many do you need to count on each time? How do you know? • When counting forwards, do the numbers get greater or smaller? • When counting backwards, do the numbers get greater or smaller? • Do you notice any patterns? • What happens to the ones digit when counting in 10s?	Compare Quantity greater more than fewer than <u>Key questions:</u> • How can you arrange the objects to make them easy to compare? • How did you count the objects? • Do groups of 10 help you to count? Why? • Do groups of 10 help you to compare? Why? • Which shows more? How do you know?		greater than less than more less equal to same as <u>Key questions:</u> Can you show your answers using base 10/counters/cubes? • Can you show your answers by drawing a picture? • Is there more than one answer? • How does a number line help you to compare numbers? • Do you need to work out the number sentences to decide which is greater/smaller?
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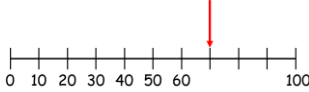
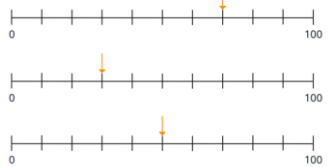
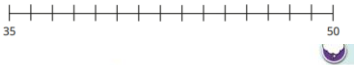
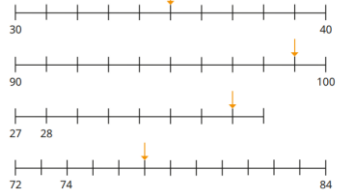
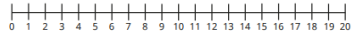
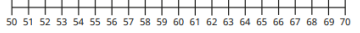
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Activities	The focus of this small step is the position of 10s on the number line. Children should be exposed to examples with different start and end point values, as well as the standard 0 to 100 number line. Children use their knowledge of counting in multiples of 10 to label number lines. Building on this, they identify and find the position of given numbers on the number line. 	This small step provides an opportunity to revisit those skills in preparation for later in the year when working on topics such as money. It is essential that children can count both forwards and backwards in 2s, 5s and 10s. When counting in 2s and 5s, the starting number should be a multiple of 2 or 5 respectively. Children should, however, be able to count both forwards and backwards in 10s from any number.	In this small step, children combine all their learning so far from this block as they begin to compare objects to 100. Children identify which quantity is greater, explaining their reasoning. The language of “more than” and “fewer than” will be used in the context of quantity. When using objects as a representation of number, children should use the language of “greater than”, “less than” and “equal to” alongside the inequality symbols to compare. This will be explored further when comparing numbers in the next small step. 		In this small step, children compare numbers in a more abstract way. The language of “greater than”, “less than” and “equal to” should be used alongside the inequality symbols throughout. The use of a number line supports children’s understanding. They understand that the further to the right on a number line a number is, the greater it is in value. Concrete resources can continue to be used in this small step. For children who require more support, this can help them with comparing numbers: for children who are more confident, concrete resources can be used as a method of justifying their answers.
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1) 10 20 30 40 50 60 70 80 90 2) 10 20 40 50 80 90 100 3) 100 90 80 60 30 20 4) 30 80 What number is the arrow pointing to?  What numbers are the arrows pointing to? 	Draw arrows to show where the numbers belong on the number line. 36 41 forty-eight 40    What mistake has Tiny made? Talk about it with a partner. What number is each arrow pointing to?  Give your answers in numerals and words.			Circle 11 and 17 on the number line.  Choose a phrase to complete the sentence. less than greater than equal to 11 is ____ 17 Circle 61 and 67 on the number line.  Choose a phrase to complete the sentence. less than greater than equal to 61 is ____ 67
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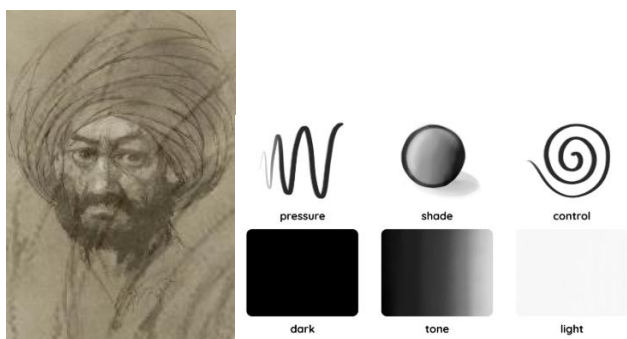
Art	Music	PE - Getset4PE
<u>LI: We are learning to develop tonal shading skills using control and pressure.</u>	<u>LI: We are learning to Play the songs melody on a</u>	<u>Fundamentals L3</u> <u>LI: we are learning to develop balance, stability and landing safely.</u> Whole Child Objectives Social: To take turns with others when sharing equipment. Emotional: To work to the best of my ability. Thinking: To create a jumping pattern with different take offs and landings.

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Children will be introduced to the work of Saeed Akhtar, a Pakistani artist whose work is renowned for his textured artwork.

Children will then learn the four rules of shading



tuned percussion instrument.

In this lesson, children will -

- Lead or respond to a 4-beat action pattern.
- Echo sing in a name game.
- Copy and demonstrate a noisy picture using a pitch pencil.
- Learn the song *Hi lo chicka lo* and perform the song with beat actions.

Hi lo chicka lo with beat actions



Invasion Games L3

LI: To understand scoring as an attacking skill and explore ways to do it.



PSHE – Jigsaw

LI: We are learning what our rights and responsibilities are.

Science

Zoo trip

Computing – Barefoot and Teach Computing

LI: We are learning to identify information technology beyond school

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In this lesson, children will discuss -

- Are you a monitor?
- A school councillor?
- How do you take care of your classroom? - How are you a good friend?

All of us have a responsibility when we come to school. Being responsible means we take care of one another and we enjoy coming to school to learn safely and happily.



The older you get, the more responsibilities you have!

They will explore and explain what the responsibility is in each picture shown.

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.

Talk about IT



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Topic (History and Geography) – Wellington Curriculum	RE
<u>LI: We are learning to explain why royal residences are significant.</u> In this lesson, children will learn about the different royal residences in the UK. They will read and discuss their past and how they are used today. <u>LI: We are learning to explain why royal residences are significant.</u> What does residence mean?   	<u>LI: We are learning to identify features of a synagogue.</u> What is a synagogue?    Look at the features. Have you seen something similar before in a place of worship? What could this object / feature be used for? Can you describe the feature? Why is it made of? Children look at the images. Name each feature and what it is used for.

Homework

Homework is set on a **Monday** and due back on the following **Monday** either in books or on line.

Reading and spelling.	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<u>Reading</u>	<u>Mymaths</u>	Please check classroom doors and windows for PE

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Please read for at least 20 minutes every day and complete tasks in your 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 Monster Phonics ebooks.



<https://ebooks.monsterphonics.com/login/>

Each week children will come home with spellings to learn. Please learn these at home.

Please make sure your child's spelling book is in their book bag. Their spelling day will be displayed on the classroom door.



Fun ways to learn spellings at home -

<https://www.scholeselmet.leeds.sch.uk/wp-content/uploads/2020/09/Some-super-spelling-strategies.pdf>

Words to learn at home: Year 2 High Frequency Words
<https://www.highfieldprimary.co.uk/wp-content/uploads/2014/09/Word-list-for-all-years.pdf>



<https://login.mymaths.co.uk/login>

Times Tables Rock Stars



Children in year 2 will need to know the 2, 5, 10 and 3 times table.

They can use their TTRS login to practise at home.

<https://play.ttrockstars.com/auth/school>

days and book bag days.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them. Please bring book bags and water bottles every day.



Class Library Days

Aspen – Friday

Chestnut -Tuesday

Sycamore – Thursday

Please return books on time. Thank you

