

Weekly Overview of Learning

Year Group: 2 Week beginning: 22.1.24


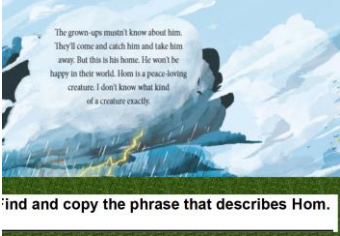








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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	LI: We are learning to write a message in a bottle.	LI: We are learning to find and copy information from a text	LI- We are learning to match answers to questions about book.	LI: We are learning to answer multiple choice questions.	LI: We are learning to answer questions involving sequencing
Speaking and Listening Focus	Recount an event or an experience in sentences, using specifically chosen vocabulary.				Recount an event or an experience in sentences, using specifically chosen vocabulary.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary Stranded Marooned Message SOS Help Deserted Island</p> <p>Key questions What are the features of a message in a bottle? Why would he send a message? What would the message say? Who needs to be alerted?</p>	<p>Key vocabulary Find Copy Locate Pin point Highlight Retrieve</p> <p>Key questions Where have you heard this word before? Clarify who is speaking...? Can you locate and copy...? Can you find and copy...? What clues does this give you?</p>	<p>Key vocabulary Match Find Locate Partner Pair</p> <p>Key questions Can you match the correct answer to the statement? What are the character's hobbies? What does the character play with? Which statement describes each character?</p>	<p>Key vocabulary Choice Multiple Retrieve Find Locate Pick Choose</p> <p>Key questions Which answer is most likely? Can you support your answer with evidence from the book? Which answer is least likely?</p>	<p>Key vocabulary Order Sequence Retrieve First Next Last Event</p> <p>Key questions Which event happened first? Which event happened last? Can you order the events? How do you know this happened first? Can you prove it?</p>

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<p>Activities</p>	 <p>Children to use their re-read their draft version of their messages and make any final additions. Children to then scribe their message in a bottle ready for someone to hopefully receive!</p>	<p>Children will read extracts from the text 'Hom' and will be required to find and copy the answer from the text.</p>  <p>Children will read further extracts from the text and circle answers about what they have read.</p> 	<p>Sentence</p> <p>At the zoo we saw a _____ owl.</p> <p>There was also _____ cute baby penguin.</p> <p>I thought it was _____ best day ever.</p> <p>Determiner</p> <p>a</p> <p>the</p> <p>an</p> <p>Children will read extracts from the text 'Hom' and will be required to match the answer to the correct statement.</p> <p>Match the words/phrases to the correct character</p>  <p>Green</p>  <p>Hairiest</p>  <p>Lives in a cave</p>  <p>Blue t-shirt</p>  <p>Peace loving</p>	<p>Children will read extracts from the text 'Hom' and will be required to select the correct answer from multiple choices.</p>  <p>Where is the story set? Desert Island School Hounslow</p> <p>What did the boy teach Hom? To hunt To make fire To draw</p> <p>How are they similar? Both ginger Both like horses Both like cars</p> <p>What happened first? Circle the answer. A shipwreck Played cars Hid from sailors</p> <p>What did the boys play with? Circle the answer. Fire Cars Ipad</p>	<p>Children will practice ordering events from their school day. Then children will read extracts from the text 'Hom' and will be required to order the sequence of events using numbers.</p> <table border="1"> <thead> <tr> <th>Event</th> <th>Order</th> </tr> </thead> <tbody> <tr> <td>They played cars</td> <td></td> </tr> <tr> <td>They drew families on cave</td> <td></td> </tr> <tr> <td>They hid from sailors</td> <td></td> </tr> </tbody> </table>  <table border="1"> <thead> <tr> <th>Event</th> <th>Order</th> </tr> </thead> <tbody> <tr> <td>Shipwreck</td> <td>1</td> </tr> <tr> <td>Rescued</td> <td>2</td> </tr> <tr> <td>Went home</td> <td>3</td> </tr> </tbody> </table>	Event	Order	They played cars		They drew families on cave		They hid from sailors		Event	Order	Shipwreck	1	Rescued	2	Went home	3
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> <p><small>Monday 22.1.24 Phonics</small></p> <p>Term 2 – week 3</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 the Quick Mix Review words. Children write these in the boxes.</p> <p>wrong little dry ball</p> <p>write cuddle flying falling</p> <p>3. Watch the video 'Fridge the Bridge'. Ask the children to do the Tricky Witch (wave a pretend wand) action every time they hear a dge word.</p>	<p>Review</p> <p>1. Use the PowerPoint. Use this to review the dge 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> <p>+ ing Machine</p> <p>Time Machine</p> <p>More than One Machine</p>	<p>Review</p> <p>1. Download the activity worksheet. Children complete the dge crossword..</p> <p>Teach</p> <p>2. Review the CEWs: find great kind steak mind break behind.</p> <p>Ask the children to write these words in colour-code on the activity worksheet.</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>Recap on previous days work.</p> <p>Teach</p> <p>1. Download the activity worksheet. Use this as a template for writing a Sledging Story. The children are going to write about sledging over hedges. Use as many dge words as possible and include words from grammar machines.</p> <p>2. Explore ideas and generate language that could be used in the story.</p>	<p>Review</p> <p>Recap the spelling rules using the PowerPoints.</p> <p>Teach</p> <p>1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.</p> <p>Focus on the words below, pointing out where the monster makes a sound.</p> <p>may say way away play – the ay grapheme is making the Angry Red A sound.</p> <p>never ever river under better after – Tricky Witch changes the sound of the stressed er grapheme to an ur sound.</p> <p>2. Ask the children to work in pairs to create a memory sentence for each word. Ask</p>

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Can the class recall all of the dge words in the song?

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

targeted intervention from the Intervention Section.

What dge words could be used in the story?

- winner's badge
- as cold as a fridge
- slide down the edge

Do any of these words rhyme? E.g. dodge the lodge.

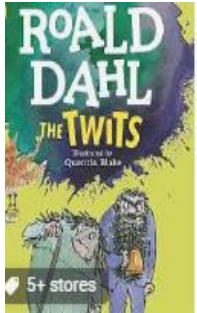
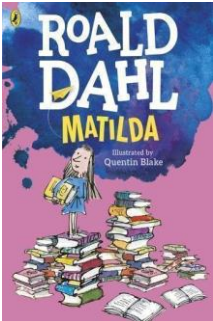
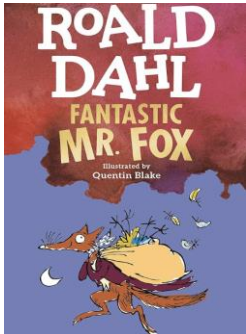
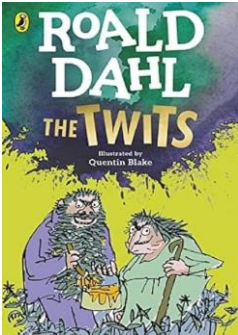
3. Children complete the writing task using as many dge words as possible. Don't forget to include words from grammar machines.

them to write these in their Monster Phonics exercise book. Add colour-coding to support memory.

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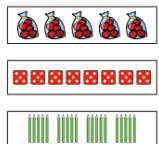
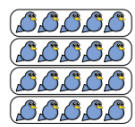

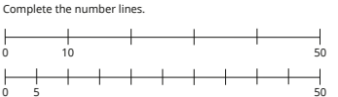

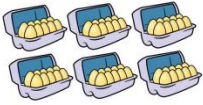
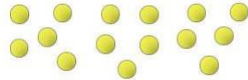



<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class –</p> 	<p>Chestnut Class</p> 	<p>Pine Class</p> 	<p>Sycamore</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning our 5 times table.</u></p>	<p><u>LI: We are learning to divide by 5.</u></p>	<p><u>LI: We are learning to expand upon our 5 and 10 times table.</u></p>	<p><u>LI: We are revising our 5 and 10 times table.</u></p>	<p><u>LI: We are recapping our multiplication and division knowledge.</u></p>
<p>Key vocabulary and key questions</p>	<p>multiplication 5 times table 10 times table similar arrays</p>	<p>multiplication division 5 times table 10 times table similar</p>	<p>5 times table 10 times table patterns lots of 5/10</p>	<p>5 times table 10 times table patterns lots of 5/10</p>	<p>multiplication division sharing grouping What is grouping/sharing?</p>

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	<p>How can you show counting in 5s? How do you know what ___ lots of 5 are? Do you always need to start counting from 5?</p>	<p>arrays How are multiplication and division linked? How can the 5 times table help you? How many groups of 5 can you make?</p>	<p>What numbers are in the 5/10 times table? Which numbers are in both? What do you notice? How many lots of 5 make 10?</p>	<p>What numbers are in the 5/10 times table? Which numbers are in both? What do you notice? How many lots of 5 make 10? Can your partner tell you what ___ x ___ is?</p>	<p>What is multiplication/division? How can we use our times table knowledge to answer this question? Can we draw a picture to help us work it out?</p>
<p>Activities</p>	<p>Today children will be developing their knowledge of the 5 times table using multiple representations and manipulatives. They will spot links between the 5 and 10 times table.</p> <p>Match the pictures to the multiplications.</p>  <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">8×5</div> <div style="border: 1px solid black; padding: 2px;">4×5</div> <div style="border: 1px solid black; padding: 2px;">5×5</div> </div>	<p>Children will use their understanding of the 5 times table to divide by 5. They will answer questions involving grouping and sharing.</p> <p>20 birds have been put into groups of 5 Complete the sentences. There are ___ birds altogether. There are ___ birds in each group. There are ___ groups. ___ \div ___ = ___</p>   <p>___ \times 5 = ___ ___ \times 5 = ___ ___ \times 5 = ___ ___ \div 5 = ___ ___ \div 5 = ___ ___ \div 5 = ___</p>	<p>Children will make links between the 5 and 10 times table. They will learn that all numbers in the 10 times table also appear in the 5 times table, however only some numbers in the 5 times table are in the 10 times table.</p> <p>Complete the number lines.</p>  <p>Tiny is thinking about the 5 and 10 times-tables.</p>  <p>All numbers in the 10 times-table are also in the 5 times-table. So, all numbers in the 5 times-table must also be in the 10-times table.</p> <p>Do you agree with Tiny? Why?</p>	<p>Today children will work with their partners and recap their 5 and 10 times table. They will answer a variety of questions from the week and explain their answers using key vocabulary.</p> <p>Each box contains 10 eggs.</p>  <p>How many eggs are there altogether? _____</p> <p>Draw circles to put the counters into groups of 5</p>  <p>How many groups of 5 do you circle? _____</p>	<p>Through interactive learning, children will recap and answer questions on their multiplication and division knowledge. Children will explain their answers using key vocab and complete a mini self assessment.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Multiplication and division A</p> <p>Name _____</p> <p>1 Complete the sentences.</p>  <p>There are ___ equal groups of 5 bananas.</p> <hr/> <p style="text-align: center;">Multiplication and division B</p> <p>Name _____</p> <p>1 Complete the sentences.</p>  <p>There are ___ equal groups of 4 carrots.</p>  <p>There are ___ equal groups of pencils.</p> </div>

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE																																																								
<p><u>Grandma's Rap- Lesson 3</u></p> <p>In this lesson, we are continuing to practise Grandma rap! We will start by going over the lyrics and the actions.</p> <p>The pupils will then continue to learn about keeping rhythm.</p> <p>We will practise this by learning the beat/actions to Hi lo chicka lo and practise drawing the shape of the melody.</p> <p>In this lesson they will learn a partner clapping game that is the same as the rhythm of the melody.</p> 	<p><u>LI: We are learning to explore and recall the Christian story of creation.</u></p> <p>In this lesson children will explore the importance and significance of the Christian story of creation. Children will watch the video and work through the PPT before moving on to completing their own work.</p> <div style="border: 1px dashed black; padding: 5px;"> <p><small>W.C. Monday 22nd January 2024 LI: We are learning to explore and recall the Christian story of creation.</small></p> <table border="1" data-bbox="743 710 1070 901"> <thead> <tr> <th>Day 1</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <table border="1" data-bbox="743 912 1070 1104"> <thead> <tr> <th>Day 5</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Day 1																												Day 5																												<p><u>Dance - Lesson 3</u></p> <p><u>LI: We are learning to use counts of 8 to stay in time with the music.</u></p> <p><u>Whole Child Objectives</u> Social: To work with a partner to share ideas. Emotional: To think about how others might feel when sharing feedback. Thinking: To use comprehension skills to complete a task.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">30 Skill Development</p> <p>Matching and mirroring:</p> <ul style="list-style-type: none"> A Tell pupils that in dance we use matching and mirroring to make our dance look interesting. Demonstrate each of these terms using simple actions with a pupil. <ul style="list-style-type: none"> • Matching: performing the same action at the same time e.g. both extending left arm. • Mirroring: reflecting the movements of another person as if they are a mirror image. B Using the four actions from the warm up, in pairs pupils perform each action for 4 counts. The first time they perform the actions matching each other e.g. using the same leg/arm etc. at the same time. C Pupils perform the four actions again for 4 counts mirroring each other. <p><small>Count in together so that you know when to start. Make this easier by allowing pupils to stand face to face to do this.</small></p> </div> <p><u>Yoga - Lesson 3</u></p> <p><u>LI: We are learning to develop an awareness of flexibility when completing yoga poses.</u></p> <p><u>Whole Child Objectives</u> Social: To move safely around others. Emotional: To show honesty when playing games. Thinking: To understand and follow instructions.</p>
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Safari poses:

Tell pupils that yoga helps us to develop our flexibility. Q: What is flexibility? Can you think of another activity that helps to develop flexibility? Having good flexibility also helps us to have good posture and we are less likely to hurt ourselves. It also helps us have more movement in our joints.

Teach pupils the safari poses using the video, pause the video to check technique.

When performing the poses, try to stretch a little further every few breaths. Practise each pose, breathing in for three counts and out for three counts.

- **Cobra**
As you push up, feel the stretch across your chest and stomach. Try to push up a little higher every few breaths.
- **Elephant**
Try to keep your back straight, let your arms flop and straighten the backs of your knees. Feel the stretch in your hamstrings (back at the top of your legs) and calves (back at the bottom of your legs).
Make this easier by using a slight bend in the knees.
- **Lion**
To challenge your flexibility, try to push your legs out wider so that you are lower to the ground.
- **Giraffe**
Make sure both feet face forwards. Feel the stretch in your glutes (bottom) and quads (thighs).
Make this harder by sinking the hips a little lower. Make this easier by putting the back knee down on the floor.
- **Tree**
Try to lift your non-standing foot high into your inner thigh of your standing foot. Open your hips by your non-standing knee facing sideways. Feel the stretch in your glutes (bottom) and hips.
Make this easier by placing the non-standing foot lower.

Art – Kapow

Clay- Lesson 3

In this lesson, the children will be practising their painting skills. Over the last 2 weeks, we have been working on our modelling and moulding skills. We have made an animal model and a pinch pot!



This week, we be thinking about how to create an effective design. What colours are best to use and what pattern would look suit the model.



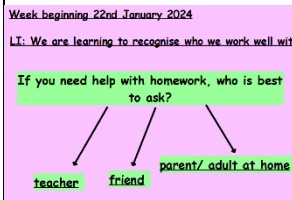
We will be using a paint brush as our tool.

PSHE - Jigsaw

PSHE- Dreams and Goals piece 3

In PSHE this week, are discussing who we feel we work well with and who is best to help us in different situations.

We will think about different scenarios and who we would ask in those situations, for example: If you need help, who is best to ask?







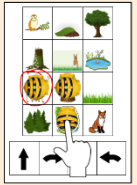


The children will then independently think about these different scenarios and answer who they would talk to.

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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>Animal survival- The Seasons</u></p> <p>In this lesson, we will be discussing what the different seasons there are and what affects this has on the environment.</p> <p>We will begin by labelling the seasons and describing the features of these seasons.</p>  <p>What is spring like in the United Kingdom? What features can you see? What's the weather like?</p> <p>We will then discuss how the features affect animals.</p> <p>After this, we will independently answer comprehension questions about these animals.</p> 	<p><u>LI: We are learning to explore why Neil Armstrong is significant and describe the impact of his work.</u></p> <p>In this lesson children will explore and investigate the impact Neil Armstrong made in his life and what makes him significant today.</p> <p>Children will learn new vocabulary and answer questions about his life.</p> <p>Neil Armstrong</p> <p>Who was Neil Armstrong?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>What did he do?</p> <hr/> <hr/> <hr/> <hr/> 	<p>Programming- Lesson 3</p> <p>In this lesson, the children will be predicting the moves of the beebot.</p>  <p>The will sequence the moves on paper and test of their predictions were correct by programming the beebot. (e.g. forward, turn etc.)</p> <p>Follow the algorithm</p> <p>Use Paper-bot to follow the algorithm. Start on the fox, looking at the grass.</p>  <p>Mark where Paper-bot gets to. This is your prediction.</p>  <p>Test your predictions</p> <ol style="list-style-type: none"> Place your floor robot on the mat, on the start square shown. Make sure that it is looking the right way. Press the X button. Carefully enter the program, then press Go. <p>This prediction was correct. Now try yours.</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**.

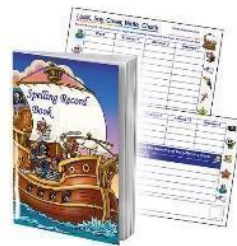
Your teacher will check, mark and sign your work once a week.

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



Spellings

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