

# Weekly Overview of Learning

**Year Group: 2 Week beginning: 22.4.24**

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Speaking and Listening Focus</b>	<p><u>LI: We are learning to apply the features of a non fiction text: composition (over 3 days)</u></p>			<p><u>LI: We are learning to create a contents and glossary page</u></p>	<p><u>LI: we are learning to write a blurb and include back page features for our non fiction book</u></p>
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b>Key questions</b>                      What is a subheading?                      What is a heading?                      How should I lay out my information so it is easier to access?</p>			<p><b>Key questions</b>                      What is a content page?                      Where would it be located in a nonfiction book?                      What is a glossary?                      Which words will be bold?</p>	<p><b>Key questions</b>                      What is a blurb?                      What information does it tell us?                      What other features will we include on the back of our nonfiction books?                      What is a barcode for?</p>



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	<p><b><u>Key Vocabulary</u></b>          because          In addition          Furthermore          Consequently          Capital city, Europe,</p>	<p><b><u>Key Vocabulary</u></b>          non fiction          contents page          glossary page          bold font</p>	<p><b><u>Key Vocabulary</u></b>          non fiction          blurb          bar code          price</p>
<p><b>Activities</b></p>	<p>Within these lessons, children will begin choosing their facts from last week to begin writing to create their non fiction book about the UK. They will write two pages</p> <p>They will focus on composing interesting subheadings and organise their writing within the pages.</p> <p>Children will be encouraged to think about their sentence composition, as well as using relevant vocabulary to explain and include in their glossary.</p> <p>As they write each page, children will stick in pictures and add in captions to their work.</p> <p>Children will use their prior knowledge and their checklist to ensure they have included nonfiction book features.</p>	<p>In this lesson, children will write the contents page for their book. They will number their pages so that information can be found.</p> <p>They will then move on to reviewing their knowledge of and creating the glossary for keywords with meanings.</p> 	<p>In this lesson, children will write a blurb for their book using. They will look at the different features and styles that books use and then adapt a style for their own book.</p> <ul style="list-style-type: none"> <li>- They are short in length.</li> <li>- They use attention-grabbing words and phrases.</li> <li>- They tend to use questions and exclamation marks.</li> <li>- They often use three full stops at their ends (an ellipsis) to leave the reader asking questions...</li> </ul> <p>They will then add in the remaining features for their back page including bar codes, price and quotes</p>

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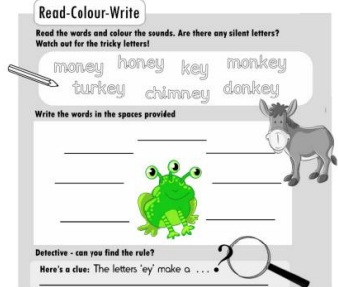
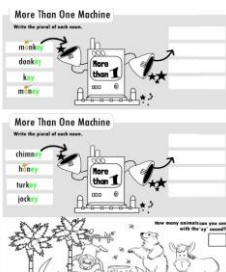
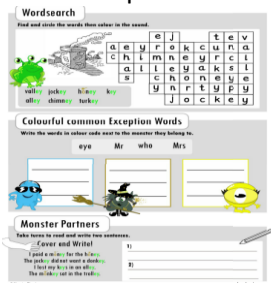
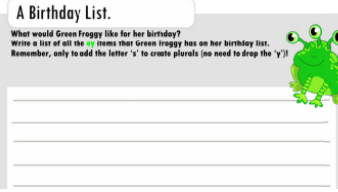
<table border="1"> <tr> <td>glossary</td> <td>not real</td> <td>characters</td> <td>photographs</td> </tr> <tr> <td>beginning, middle, end</td> <td>index page</td> <td>animals can talk</td> <td>problems and solution</td> </tr> <tr> <td>facts</td> <td>setting</td> <td>contents page</td> <td>should be read in order</td> </tr> <tr> <td>headings and sub-headings</td> <td>does not need to be read in order</td> <td>labels</td> <td>gives information</td> </tr> <tr> <td>tells a story</td> <td>illustrations</td> <td>read for fun</td> <td>diagram</td> </tr> </table>	glossary	not real	characters	photographs	beginning, middle, end	index page	animals can talk	problems and solution	facts	setting	contents page	should be read in order	headings and sub-headings	does not need to be read in order	labels	gives information	tells a story	illustrations	read for fun	diagram			
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Phonics</b>  Term 3 - Week 1  This week reviews the wr grapheme	<b>Review</b> <b>Monster Sounds Roar</b>  Speed read the Colour-Coded Year 2 Grapheme Flashcards one by one. Repeat with the plain-text flashcards.  <b>Teach</b>	<b>Review</b> <b>ey and suffixes</b>  Recap the <b>ey</b> PowerPoint. Notice how plurals are formed differently for <b>ey</b> and <b>y</b> . <b>Teach</b>	<b>Review</b> <b>Common Exception Words</b> Review CEWs by writing in colour-code: <b>Mr Mrs who eye</b> <b>Day 3 Worksheet</b> <b>Monster Partners</b>	<b>Review</b> <b>Ideas Generation</b> What would Green Froggy like for her birthday? List as many <b>ey</b> words as possible <b>Day 4 Writing Task</b> <b>Birthday List</b>	<b>Review HFWs</b> 1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards <b>Teach</b>  Focus on the words from the next 200 HFWs below. Point

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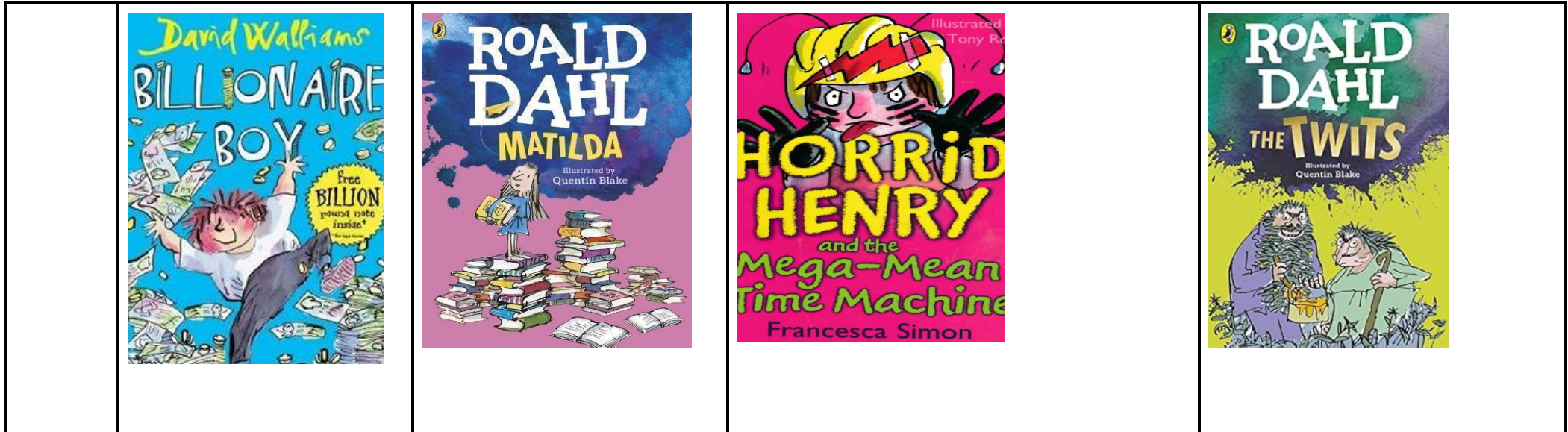
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<p>and adding suffixes to words.</p>	<p><u>Action: E Smiley face.</u> Watch the video 'Monkey Boo'.</p> <p><b>Day 1 Worksheet</b> <b>- Read-Colour-Write</b> Read the words and colour the sounds. Write the words in the spaces. Add the rule.</p> 	<p>Can the children remember the <b>ey</b> words? There are not many <b>ey</b> words to remember. It is important to know them because most other words ending in the long E sound are spelt with a y.</p> <p><b>Day 2 Worksheet</b> <b>Grammar Machines</b> Complete the + ing Machine Time Machine More than One Machine</p> 	<p>Working in pairs, children take turns to dictate and write sentence dictations with their partner.</p> 	<p>Write a list of all the items that Green Froggy has on her birthday list.</p> <p><b>A Birthday List.</b></p> 	<p>out where the monster makes a sound.</p> <p><b>he's, we're, can't, didn't, couldn't</b> – these are contractions. Tricky Witch changes the n sound in 'can't', 'didn't' and 'couldn't' and the re sound in 'we're'. The o and l in 'couldn't' are silent ghosts.</p> <p><b>jumped, stopped</b> – Tricky Witch changes the ed to a t sound.</p> <p>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</p>
<p><b>Class Text</b> – Reading Aloud 10-15 mins each day</p>	<p><b>Aspen Class –</b> <b>Billionaire Boy</b> Author - David Walliams</p>	<p><b>Chestnut Class</b> <b>Matilda</b> Author - Roald Dahl</p>	<p><b>Pine Class</b> <b>Horrid Henry and the Mega-Mean Machine</b> Author - Francesca Simon</p>	<p><b>Sycamore</b> <b>The Twits</b> Author - Roald Dahl</p>	

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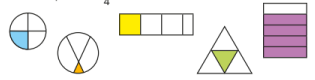



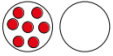
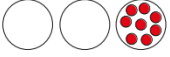



Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b><u>LI: We are learning to recognise a quarter.</u></b>	<b><u>LI: We are learning to find a quarter.</u></b>	<b><u>LI: We are learning to recognise a third.</u></b>	<b><u>LI: We are learning to find a third.</u></b>	<b><u>LI: We are learning to find the whole.</u></b>
<b>Key vocabulary and key questions</b>	<b><u>Key questions</u></b> -What is a quarter? -How do you know that a quarter is shown? - Has the shape been split into equal parts? -What is the denominator? How do you know?	<b><u>Key questions</u></b> -How do you find half of a number? - How do you find a quarter of a number? What is the same? -What is different?	<b><u>Key questions</u></b> -Has the shape been split into equal parts? - How many equal parts has the shape been split into? -What is a third? How is it similar to a half and a quarter? How	<b><u>Key questions</u></b> -How do you find 1/2 / 1/4 of a number? -How do you find 1/3 of a number? -What is the same? -What is different?	<b><u>Key questions</u></b> -Do you know a part or the whole? -How many equal parts are there? -_If there are in one of the parts, how many need to be in the other parts?

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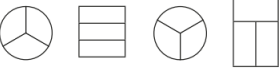

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	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Denominator</li> <li>-Numerator</li> <li>-Fraction</li> <li>-Quarter</li> <li>-Four</li> </ul>	<p>-How can you use counters/bar models to help?</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Find</li> <li>-Word problems</li> <li>-Equal groups</li> <li>-Fraction</li> <li>-Quarter</li> <li>-Numerator</li> <li>-Denominator</li> </ul>	<p>is it different?</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Numerator</li> <li>-Denominator</li> <li>-Third</li> <li>-Find</li> <li>-Word problems</li> <li>-Equal groups</li> <li>-Fraction</li> </ul>	<p>-How can you use counters/bar models to help?</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Numerator</li> <li>-Denominator</li> <li>-Third</li> <li>-Find</li> <li>-Word problems</li> <li>-Equal groups</li> <li>-Fraction</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Numerator</li> <li>-Denominator</li> <li>-Third</li> <li>-Quarter</li> <li>-Half</li> <li>-Find</li> <li>-Word problems</li> <li>-Equal groups</li> <li>-Fraction</li> <li>-Whole</li> </ul>
<p><b>Activities</b></p>	<p>Children should be able to identify if a shape has been split into equal parts and if each part represents a quarter. They can compare the written notation for <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> and identify what the digits represent.</p> <ul style="list-style-type: none"> <li>Which shapes show <math>\frac{1}{4}</math>? </li> <li>Explain why the others do not show <math>\frac{1}{4}</math></li> <li>Colour <math>\frac{1}{4}</math> of each shape. </li> <li>Is there more than one way to colour <math>\frac{1}{4}</math>?</li> </ul>	<p>In this lesson, the focus here should be on using concrete and pictorial resources to support understanding. One of the difficulties with this step is that children are not yet familiar with dividing by 4, so modelling of sharing into four equal groups will be</p>	<p>Today, the children should recognise that 1 is still the numerator, but the denominator is 3, so the whole is split into three equal parts. Again, children should consider what each digit represents in the written notation to support</p>	<p>Children should use their understanding of the denominator to realise that they need to share the objects into three equal groups and eventually understand that they need to divide by 3.</p> <p>Kay, Jo and Ron share six sweets equally. Draw circles to show how they share them.</p>  <p>The whole has been split into _____ equal groups. There are _____ in each group. <math>\frac{1}{3}</math> of 6 = _____</p> <p>Circle <math>\frac{1}{3}</math> of the counters.  <math>\frac{1}{3}</math> of 9 = _____</p> <p>Is there more than one way to circle <math>\frac{1}{3}</math>? Why? Will this always work?</p>	<p>In this lesson, we are consolidating our learning. We are comparing fractions we have learnt and working out what the whole might be.</p> <p>Find the whole for each picture.</p> <p>Here is <math>\frac{1}{2}</math> of a number. </p> <p>Here is <math>\frac{1}{3}</math> of a number. </p> <p>Here is <math>\frac{1}{4}</math> of a number. </p> <p>Find the wholes.</p> <p><math>\frac{1}{2}</math> of _____ = 5    <math>\frac{1}{3}</math> of _____ = 5    <math>\frac{1}{4}</math> of _____ = 5</p> <p><math>\frac{1}{2}</math> of _____ = 10    <math>\frac{1}{3}</math> of _____ = 10    <math>\frac{1}{4}</math> of _____ = 10</p> <p>What patterns can you spot?</p>

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	<p>Children should see 1/4 represented in multiple ways and not be limited to just standard examples. They may also begin to compare 1/2 and 1/4 in relation to the same object or amount and think about which is greater.</p>	<p><b>required.</b> Share the 12 strawberries into four equal groups.   <math>\frac{1}{4}</math> of 12 = ____</p> <p>Circle <math>\frac{1}{4}</math> of the cars.  One quarter of ____ is ____ ____ is <math>\frac{1}{4}</math> of ____</p> <p>They could also approach finding a quarter by recognising that it is half of a half or divide by 2 twice. Encourage children to attempt both strategies and decide which they find more efficient.</p>	<p><b>understanding.</b> Colour <math>\frac{1}{3}</math> of each shape.  Compare answers with a partner. Do your shapes look the same? Which pictures show <math>\frac{1}{3}</math>? </p> <p>Children identify a third of a shape, a length and a set of objects and need to consider if they have been split into three equal parts. At this stage, they could also begin to compare known fractions.</p>	<p>Children begin to think about the similarities and differences between finding <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math> of a number. They may recognise that finding 1/3 of a number will result in a greater amount than <math>\frac{1}{4}</math>, but a smaller amount than <math>\frac{1}{2}</math>.</p>	<p>Children will have to use a range of operations to work out the whole (<math>\times \div</math>).</p>
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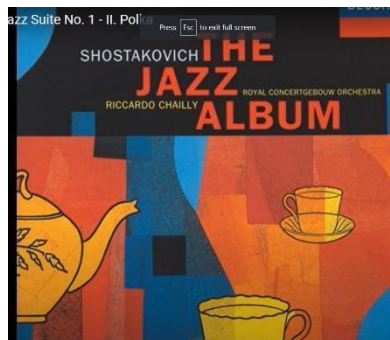
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**LI: We are learning to listen actively and mark the beat by tapping, clapping, and swinging to the music.**

Children will:

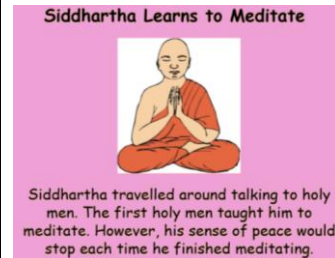
- Dmitri Shostakovich (pronounced 'Shos – ta – ko – vitch') is one of the most famous composers of the 20th century.
- He was born in Russia.
- He wrote most of his music during a scary period of Russia's history.
- He is most famous for writing some music for orchestras, called symphonies.
- He also wrote music for small groups of four instruments, called quartets.

He used jazz instruments – like saxophones – in some of his pieces.

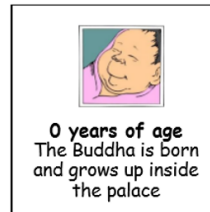
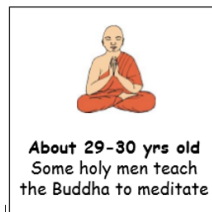
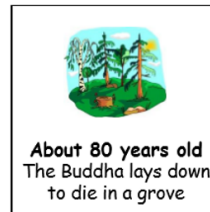


**LI: We are learning to know the events of a Buddha's life.**

Children will learn the story of the Buddha, when Siddhartha Gautama was born and his life story.

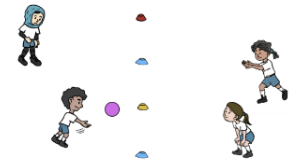


Children will order the life story of the Buddha and describe what happened during his life.



**LI – We are learning to develop returning a ball with hands.**

This week, we are focusing on moving quickly from the ready position to meet the ball and watching the ball carefully as it comes towards you.



To develop these skills, we are, in groups of four, with one playground ball and four cones between them- They create a 'net' using the four cones and stand two players either side. Groups work as a team to send the ball over the net and return it. Each pupil can choose how they wish to return the ball.



**Lesson 2 -Striking and Fielding**

**LI: We are learning to develop accuracy in underarm throwing and catching to field a ball.**

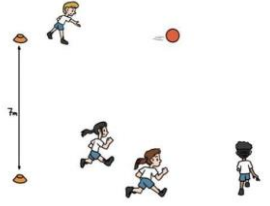
This week, we are focusing on bringing the ball in to our bodies, finishing with your hand pointing towards your target, looking at the ball, meeting the ball with hands out ready to catch and stepping



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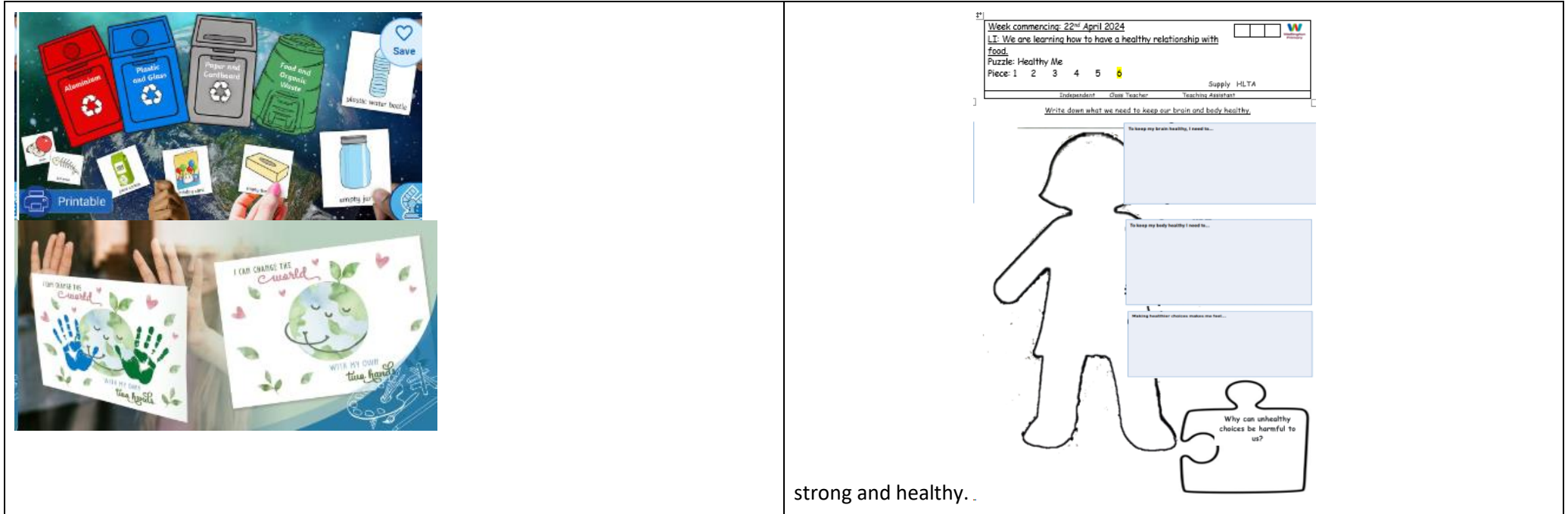
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		<p>forward with your opposite foot to throwing hand.</p> <p>In groups of four with one ball and two cones. Pupils play 3v1.</p> <p>One pupil begins at a cone as the batter. They roll the ball out in any direction and then run from where they are standing to a cone approx. 7m away and back. Each time they reach a cone, they score one point.</p> 
<p><b>Art – Kapow</b></p>		<p><b>PSHE - Jigsaw</b></p>
<p><b>EARTH DAY</b></p> <p>Today children will learn about the importance of Earth Day. They will paint their hands and paint the Earth in blue and green. They will then carry out a fun activity in their groups sorting out different waste into the correct bins.</p>	<p><b><u>PIECE 6</u></b></p> <p><b><u>LI: We are learning how to have a healthy relationship with food.</u></b></p> <p>In today's lesson we will be discussing what makes a person healthy. We will also talk about the importance of sleep and how this contributes to a healthy body and mind. Children will then write the different ways we can keep our body and minds</p>	

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L.T. We are learning how to have a healthy relationship with food.

Puzzle: Healthy Me

Piece: 1 2 3 4 5

Supply: HLTA

Independent Class Teacher Teaching Assistant

Write down what we need to keep our brain and body healthy.

To keep my brain healthy, I need to...

To keep my body healthy I need to...

Making healthier choices makes me feel...

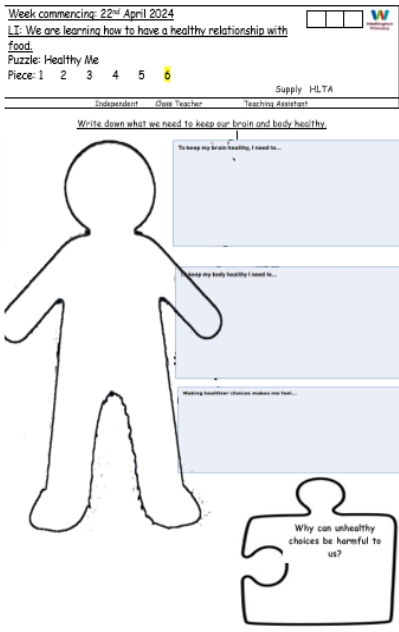
Why can unhealthy choices be harmful to us?

strong and healthy.

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	<div data-bbox="1137 347 1534 981"> <p>Week commencing: 22<sup>nd</sup> April 2024</p> <p>LI: <u>We are learning how to have a healthy relationship with food.</u></p> <p>Puzzle: Healthy Me</p> <p>Piece: 1 2 3 4 5 6</p> <p>Supply: HLTA</p> <p>Endsistent Class Teacher Teaching Assistant</p> <p>Write down what we need to keep our brain and body healthy.</p> <p>Think my brain healthy, I need to...</p> <p>Keep my body healthy, I need to...</p> <p>Making healthier choices makes me feel...</p> <p>Why can unhealthy choices be harmful to us?</p>  </div>
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>LI: We are learning about the different ways materials can be shaped.</u></b></p> <p>This week children will be learning how different materials can be twisted, stretched, bended and squashed. They will first make a prediction and then conduct an experiment using a range of materials and observe how these materials can be changed</p>	<p><b><u>LI: We are learning about the physical characteristics of the UK.</u></b></p>	<p><b><u>LI: We are learning how to present information in different ways.</u></b></p> <p>In this lesson children will read a tally chart and learn how to convert these findings onto a block diagram. They will work with partners and answer questions, using their block diagram for help. They will also be</p>

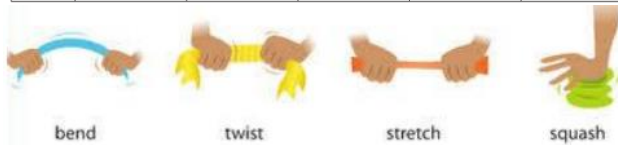
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through these movements. After, they will reflect upon their results and discuss why certain items cannot be changed a certain way.

	Can it be bent?	Can it be stretched?	Can it be twisted?	Can it be squashed?	Does it return to its original shape?
plastic					
modelling clay					
sponge					
metal knife					

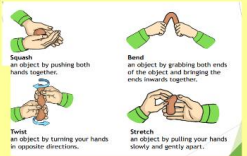


## Plenary

1) What do your results show?

2) Could you bend, twist, squash and stretch all objects?

3) Why is it important that knives do not stretch or twist?



Look at the UK on google Earth



How can you describe the UK?

What surrounds the UK?

How does the size of UK compare to other countries?

Look at the information on England, Wales, Scotland, Northern Ireland. ( see England below)

### England

England is the largest country in the United Kingdom with a population of 56 million people. There are 51 cities and many towns and villages.

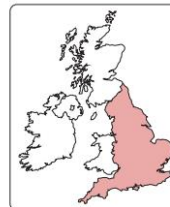
The climate in England is temperate and the weather often changes. England is the warmest country in the United Kingdom.

England's landscape has flat and hilly areas. There are some mountains in the north. Scafell Pike in the Lake District is the highest mountain in England. It is 978m high.

There are lots of rivers in England. The River Severn is the longest river. It runs through Wales and England. It is 354km long.

England has many famous physical features, such as the White Cliffs of Dover in the south, Cheddar Gorge in the west and lakes and mountains in the Lake District.

There are also famous human features, such as Warwick Castle and Stonehenge.



Scafell Pike



Stonehenge

taught the importance of not sharing data with others unless necessary.

### Tally chart - How many legs?

#### Introduction

This tally chart shows the numbers of animals that were seen on a visit to the zoo. The data has been organised using the attribute 'number of legs'.

Number of legs	Tally	Total
0		
2		
4		
8		
Other		

#### Sharing your data

##### Introduction

Pick a question and read it with your partner. Use your block diagram to find the answer, and write it on your whiteboard. Show your answers and award points for correct answers.

How many animals with two legs were seen at the zoo?

What was the most common number of legs?

What was the least common number of legs?

Sarah says: "We saw 18 spiders when we went to the zoo." Could this be true? Yes or no?

How many animals had no legs?

How many animals were seen at the zoo altogether?

How many animals with five legs were seen at the zoo?

# Weekly Overview of Learning

Year Group: 2 Week beginning: 22.4.24

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

Look at the table and complete the data as a class.

	England	Northern Ireland	Scotland	Wales
Population				
Number of cities				
Climate and weather				
Landscape				
Highest mountain				
Longest river				
Famous physical features				
Famous human features				



Children to answer questions about the characteristics of the UK;

What features are these?

Are these Physical or Human Features?



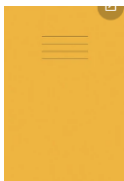
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	<p>Which country has the largest population? ( circle)</p> <p>England    Northern Ireland    Scotland    Wales</p> <p>Which country is Snowdonia in? ( circle )</p> <p>England    Northern Ireland    Scotland    Wales</p>	
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## Homework



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

Reading and spelling.	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
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**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**.

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



**Doodle Maths**



Monster Phonics have now launched an online reading platform where you can access Monster Phonic books online.



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Your teacher will check, mark and sign your work once a week. Try and login to **Bug Club** and **Reading Eggs**.



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?

Monster Phonics Day! Friday 26<sup>th</sup> April! Dress as your best Monster Phonic Monster!

