

Weekly Overview of Learning

Year Group: 2 Week beginning: 25.9.23

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to analyse features of a non-fiction text.</u>	<u>LI: We are learning to identify features of a non-fiction book</u>	<u>LI: We are learning to explain the features of a non-fiction book.</u>	<u>LI: We are learning to interpret a section of text and answer questions.</u>	<u>LI: We are learning to write using expanded noun phrases.</u>
Speaking and Listening Focus	Children will use sentence stems to identify and discuss key features.	Children will be discussing the features of their new book using sentence stems and vocab.	Children will respond to key questions and ask questions about their new book.	Children will respond to key questions with their partner. Discussing responses.	Children will work in groups to identify expanded noun phrases and discuss how to identify them.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary</p> <p>fiction non fiction analyse discuss title pictures headings subheading</p> <p>Key questions</p> <p>What key features can you identify using the checklist? What is a title for? What is a blurb?</p>	<p>Key vocabulary</p> <p>fiction non fiction analyse discuss title pictures headings subheading</p> <p>Key questions</p> <p>What is the title of this book? Who is this book for?</p>	<p>Key vocabulary</p> <p>explain non fiction analyse discuss title pictures headings subheading</p> <p>Key questions</p> <p>Why is a title important? Where would you find the contents page?</p>	<p>Key vocabulary</p> <p>interpret infer questions comprehension queens kings</p> <p>Key questions</p> <p>How do we find information in a text? Which words do we need to look out for?</p>	<p>Key vocabulary</p> <p>adjectives nouns expanded noun phrase expanded</p> <p>Key questions</p> <p>What is an adjective? What is a noun? What is an expanded noun phrase?</p>



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		<p>What non fiction features can you find?</p>	<p>Where would you find the index and why is this important?</p>	<p>How do we answer our questions? What do we need to add at the end of a sentence?</p>	
<p>Activities</p>	<p>Within this lesson, children will be analysing and identifying the features of a non fiction book, using their previous knowledge.</p> <div data-bbox="295 710 654 970"> <p>Features of a Fiction Book</p> <p>"Fiction" books are filled with made up stories, created from the imagination of the author. They are not real and sometimes they even include talking animals! Fiction books will usually include these features:</p> <ul style="list-style-type: none"> • Not real • Tells a story • Characters and setting • Illustrations • Problem and solution • Should be read in order </div> <p>They will look at a range of non fiction texts and draw upon their features using a checklist.</p>	<p>Within this lesson, children will be identifying the key features of a non-fiction text within our new book 'Kings and Queens' by Tony Robinson.</p> <p>They will analyse the front cover, back page, contents page, index and the first page.</p> <div data-bbox="683 906 1041 1161"> </div> <p>They will be identifying, as a group, what the features are and why they might be used.</p>	<p>In this lesson, children will continue to learn about the different features of a non fiction book in more detail.</p> <p>The children will then use this information to explain key features for example, cover, back page, contents page, index, dates, headings, subheadings etc.</p> <div data-bbox="1086 973 1411 1444"> </div>	<p>Within this lesson, children will learn to locate information in a text and answer questions.</p> <div data-bbox="1444 694 1780 1149"> </div> <p>Children will use modelled answers to apply to their own.</p>	<p>Within this lesson children will recap on what an adjective and noun are.</p> <p>They will then use their knowledge to identify and write their own expanded noun phrases to describe a key king or queen they have been learning.</p> <div data-bbox="1814 957 2128 1189"> </div> <p>Children will endeavour to use more exciting and</p>

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	<p>Non-Fiction Text Features</p> <p>title <input type="checkbox"/></p> <p>images with captions <input type="checkbox"/></p> <p>glossary <input type="checkbox"/></p> <p>labelled diagrams <input type="checkbox"/></p> <p>introduction <input type="checkbox"/></p> <p>subheadings <input type="checkbox"/></p> <p>organised into paragraphs <input type="checkbox"/></p> <p>factual information <input type="checkbox"/></p>				<p>interesting adjectives.</p> 
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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<p>Phonics</p> 	<p>Review</p> <p>Recap the year 1 a-e grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to teach the le grapheme. Read the le words. Look at how to</p>	<p>Review</p> <p>Recap the Year 1 e-e grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Use this to recap the le grapheme.</p> <p>Look at how le words either have a double</p>	<p>Review</p> <p>Recap the Year 1 i-e grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to teach the il grapheme. Look at how to add suffixes to il words. Focus on the il picture and sentence for the most</p>	<p>Review</p> <p>Recap the Year 1 o-e grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to teach the el grapheme. Look at how to add suffixes to il words. Focus on the el picture and sentence for the</p>	<p>Review</p> <p>Read through le and il by reading words on the PowerPoints.</p> <p>CEWs</p> <p>Add the Year 2 CEWs</p>
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add ing, and form plurals and the past tense.

2. Watch the 'The Boasting Uncles' video. Can the children remember all of the le words in the song?


3. The children write their own incredible boasts using le words in the Boasting Record.

le Boasting-Record
What incredible things can you do?

tabl^{le}
 bottl^{le}
 appl^{le}
 cass^{le}
 propp^{le}
 battl^{le}
 candl^{le}
 Jungl^{le}
 turtl^{le}
 uncl^{le}
 vegetabl^{le}
 stabl^{le}
 obagl^{le}
 wiff^{le}
 beetl^{le}
 triff^{le}

middl^{le}
 littl^{le}
 incredibl^{le}
 miserabl^{le}
 terribl^{le}
 singl^{le}

abl^{le}
 troubl^{le}
 tickl^{le}
 cuddl^{le}
 snuggl^{le}
 untangl^{le}
 scrabl^{le}
 prickl^{le}
 giggl^{le}
 baffl^{le}
 wobb^{le}



consonant before the **le** or they don't.


Can anyone find the rule?

common il words. This is a rare grapheme.

2. Watch the 'Looking for Fossils' video. Ask the class to make the Tricky Witch (wave a pretend wand) action every time they hear a le word. Can the children remember all of the il words in the song?

3. Colour and label the picture with colour-coded writing.

Colour and Write
Tricky Witch : il

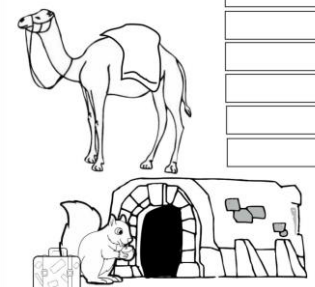


most common el words. This is a rare grapheme.

2. Watch the 'Travel to Fun Land' video. Ask the class to make the Tricky Witch (wave a pretend wand) action every time they hear a le word. Can the children remember all of the el words in the song?

3. Colour and label the picture with colour-coded writing.

Colour and Write
Tricky Witch : el



flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.

Use the Year 1 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week.

Teach

1. Use the Year 2 CEWs PowerPoint. Use this to read the focus CEWs below.

Focus on the words below, pointing out where the monster makes a sound.

any many – have an 'a' that makes an 'e' sound.

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					<p>pretty – has an ‘e’ that makes an ‘i’ sound.</p> <p>move prove improve – all have long Cool Blue oo sound made by o-e, which is uncommon.</p>
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week year 2 will be reading a range of nonfiction books about king and Queens.</p>				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to add 3 one digit numbers.</u>	<u>LI: We are learning to calculate 10 more and 10 less.</u>	<u>LI: We are learning to add and subtract tens from a 2-digit number.</u>	<u>LI: We are learning to identify related number facts.</u>	<u>LI: We are learning to compare numbers to 100 using > < =.</u>
Key	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary

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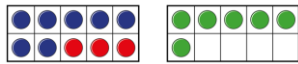
<p>vocabulary and Key Blooms higher order thinking questions</p>	<p>Add Digit Total Equals</p> <p>Key questions How will you solve the calculation? Which number should you add to first? What is the best method?</p>	<p>More Less Ten Total Equals Calculate Sum</p> <p>Key questions How can you add or subtract ten? Which method is easier? How can you add ten to 109?</p>	<p>Ten Add Subtract One Digit 100 square Total</p> <p>Key questions Can you add ten to ____? Can you subtract 20 from? What pattern do you notice? How can you do this calculation easier?</p>	<p>Subtract Ten more Ten less 100 Tens Ones Add</p> <p>Key questions How can 5+5 help you with 50 + 50? What facts can help you? Will a 100 square help?</p>	<p>Greater than equal to Less than More than</p> <p>Key questions Which number is greater? How do you know? Which number is smaller? What number is equal to 2 tens and 4 ones?</p>
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Activities

What addition is shown?



$$\square + \square + \square = \square$$

Complete the additions.

$$6 + 7 + 3 = \square$$

$$6 + 3 + 7 = \square$$

$$7 + 3 + 6 = \square$$

Which was the easiest?

Talk about it with a partner.

Ron has 8 stickers.



Jo gives him 9 more stickers.

Ron buys 2 more stickers.

How many stickers does Ron have in total?

How did you work it out?

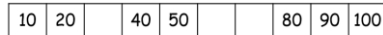
Work out the missing numbers.

a) $8 + \square + 3 = 13$ c) $\square + 5 + 5 = 15$

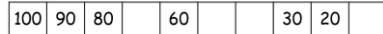
b) $4 + 2 + \square = 12$ d) $9 + \square + 1 = 17$

Children to solve a range of calculations and sums by adding 3 one digit numbers.

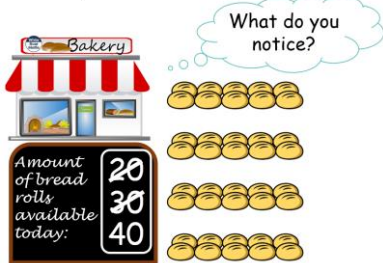
1) Complete the number track



2) Complete the number track

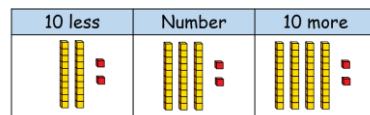


A bakery has been baking bread rolls.



What do you notice?

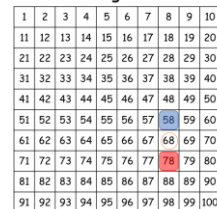
Ron is finding 10 more and 10 less than 32



What do you notice about the number of tens?

What do you notice about the number of ones?

Eva is finding 10 less and 10 more than 68



When I add or subtract 10, the ones digit stays the same.



Have a think

What do you notice about the position of the numbers on the hundred square?

Children to find 10 more and 10 less using – Number square
Rods
Draw images

What number is shown?



10 more than 40 is

10 more than is 76

What number is this?

Can you add 10?

Can you subtract 10?

Can you add 30?



What is 23+10?

Try 23+40 =

Try 87-20 =

Use the 100 square to solve -



19+10 =

59-20 =

56+30 =

88-50 =

13+50 =

Children to use 100 square and rods to add tens to any given number e.g 67+10
56+20

a) Eva has 2 red pens and 3 blue pens.



How many pens does Eva have?

b) Tommy has 20 red pens and 30 blue pens.



How many pens does Tommy have?

a) $1 + 2 = 3$

$$10 + 20 = \square$$

b) $7 + 2 = 9$

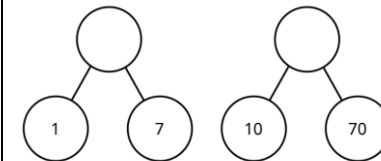
$$70 + 20 = \square$$

c) $4 + 6 = \square$

$$\square + 60 = 100$$

d) $1 + 8 = \square$

$$\square + 10 = 90$$



Children to answer the relates facts sums.

Fill in the missing numbers in the related facts.

1) $5 - 3 = 2$ c) $10 - 6 = \square$

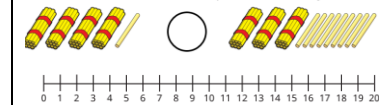
2) $50 - 30 = \square$ d) $\square - 60 = 40$

3) $7 - 1 = 6$ e) $8 - 7 = \square$

4) $70 - 10 = \square$ f) $80 - \square = 10$

Look at these sums. Can you present them as part whole models with a related fact too?

Use <, > or = to compare the objects.



Choose a phrase to complete the sentence.

less than greater than equal to

11 is 17



Children to use images of numbers (numeral and dienes) to compare using > < =

Example - >

LI: We are learning to explore how a composer uses rhythm and articulation and responding to music through movement. Lesson 1 of 2

In this lesson, children will -

Get moving and warmed up with I once saw an elephant. They will listen to two movements from Carnival of the animals – ‘Fossils’ and ‘The swan’. Moving on to identify how the choices of instruments create character.

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

Respond to the character of the piece through movement.

Key words

- **Timbre:** violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano.
- **Pitch:** high, low.
- **Tempo:** fast, slow.
- **Other:** articulation (smooth, detached), character (flowing, jittery, brittle etc.).

‘The elephant’



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

LI: We are learning the importance of Shabbat to Jewish people.

Today children will learn about the exciting day of Shabbat. They will learn the different customs and rules of Shabbat and how Jewish people prepare for this every week.

Week commencing 25th September 2023
 LI: We are learning the importance of Shabbat for Jewish people.

1. Write a sentence to go with each picture.
2. Draw pictures to match the sentences that have already been written.

	Adults and children drink from The Kiddush Cup.	
		Family and friends share news, tell stories and sing songs.

3. Why is Shabbat important to Jewish people? _____

L4 – Fundamentals

LI: To develop jumping, hopping and skipping actions.

Success Criteria

- Bend your knees when jumping and landing.
- Look ahead and land with bent knees.

Lily pads:
 In groups of four with four base stations. Pupils place a starting base station on the floor, then set up three distance markers. Each with one small step gap.
 Pupils take turns to stand on the start marker and jump onto the first marker. Complete three times, then attempt the second marker and complete three times etc. They may choose their action for each marker to get the correct distance.
 Land with soft bent knees, look forwards on landing and swing your arms to help you to travel further.
 Make this harder by adding a fifth marker.

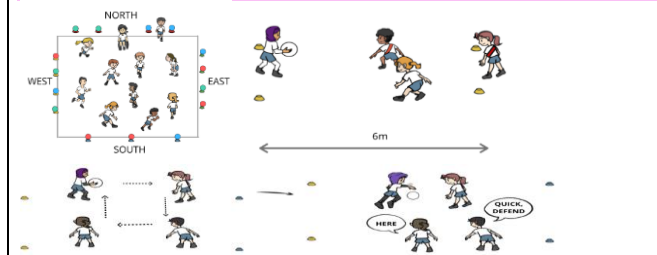


L4 – Invasion games

LI: To explore how to gain possession.

Success Criteria

- Do not be afraid of intercepting a pass.
- Stand so you can see the attacker and the ball.



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PSHE - Jigsaw

LI: We are learning to listen to other people and contribute my own ideas about rewards and consequences to help make my class a safe and fair place.

In this lesson children will discuss their understanding of rewards and consequences to help make their classroom and the school environment a safe place to learn.

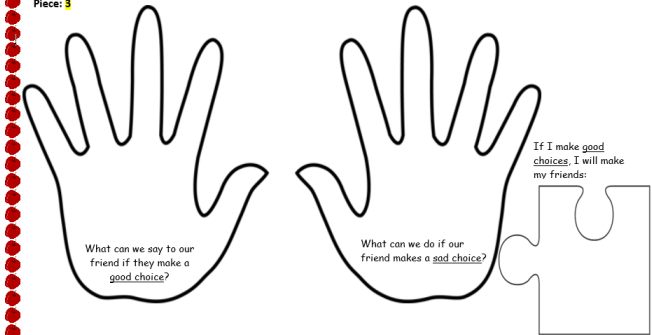
They will revisit their class charter and discuss how they are meeting the outcomes.

Week beginning Monday 25th September 2023

LI: We are learning to listen to other people and contribute my own ideas about rewards and consequences to help make my class a safe and fair place.

Puzzle: Being me in my World

Piece: 3



What can we say to our friend if they make a good choice?

What can we do if our friend makes a sad choice?

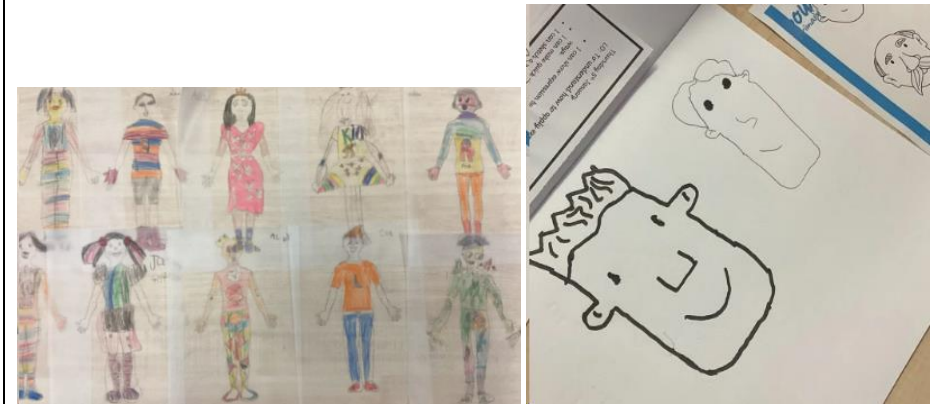
If I make good choices, I will make my friends:

Jigsaw Journal

ART – Kapow


LI: We are learning to apply expressions to a character.

In this lesson children will explore different feelings and emotions. They will take a look at different story book characters and identify what emotions they can see. Then, they will choose a character and illustrate them into their sketchbooks, focusing on their facial expression.



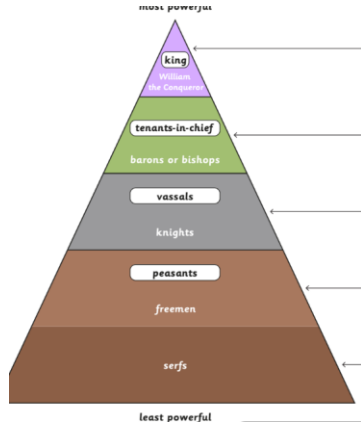
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Science - Wellington Curriculum	Topic (History and Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing																
<p><u>LI: we are learning to identify plants and animals in their habitat.</u></p> <p><u>LI: We are learning to explain what animals live in a certain habitat.</u></p> <p>In this lesson children will learn to Identify and name a variety of plants and animals in a range of habitats and microhabitats. They will then explore and use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. Children will explain how animals, including humans, need water, food, air and shelter to survive.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Name</th> <th style="width: 25%;">Where the animal shelters</th> <th style="width: 25%;">Food the animal eats</th> <th style="width: 25%;">Animal group</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>carnivore <input type="checkbox"/> herbivore <input type="checkbox"/> omnivore <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td>carnivore <input type="checkbox"/> herbivore <input type="checkbox"/> omnivore <input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td>carnivore <input type="checkbox"/> herbivore <input type="checkbox"/> omnivore <input type="checkbox"/></td> </tr> </tbody> </table>	Name	Where the animal shelters	Food the animal eats	Animal group				carnivore <input type="checkbox"/> herbivore <input type="checkbox"/> omnivore <input type="checkbox"/>				carnivore <input type="checkbox"/> herbivore <input type="checkbox"/> omnivore <input type="checkbox"/>				carnivore <input type="checkbox"/> herbivore <input type="checkbox"/> omnivore <input type="checkbox"/>	<p><u>LI: We are learning about the events of William the Conqueror’s invasion.</u></p> <p><u>LI: We are learning about the hierarchy of the Feudal system.</u></p> <p>This week, children will learn about the invasion of William the Conqueror and how he became monarch in England. Children will sequence the events in the correct order.</p> <p>Then, children will learn about the Feudal hierarchy system and the five tiers. They will work in groups to read the systems and order the groups from most to least powerful.</p>	<p><u>LI: We are learning to explain how information technology helps us</u></p> <p>Learners will explore the benefits of using IT in the wider world. They will focus on the use of IT in a shop and how devices can work together. Learners will sort activities based on whether they use IT or not and will be able to say why we use IT.</p> <div style="background-color: #fff9c4; padding: 10px; border: 1px solid #ccc;"> <p>Being a supermarket till</p> <ol style="list-style-type: none"> The customer selects 2 to 4 products. The scanner beeps and finds the matching code. Tell the price finder what the product is. The price finder looks up the price, tells the customer the price, and adds it to the till receipt.  </div>
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	 <p>max. power/pos</p> <p>king <i>Wishes the Commander</i></p> <p>tenants-in-chief</p> <p>barons or bishops</p> <p>vassals</p> <p>knights</p> <p>peasants</p> <p>freemen</p> <p>serfs</p> <p>least powerful</p>	<table border="1"> <tr> <td>text</td> <td>picture</td> </tr> <tr> <td>text</td> <td>picture</td> </tr> <tr> <td>text</td> <td>picture</td> </tr> <tr> <td>text</td> <td>picture</td> </tr> <tr> <td>text</td> <td>picture</td> </tr> </table>	text	picture	text	picture	text	picture	text	picture	text	picture
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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

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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**.

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

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



Spellings

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

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



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

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

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

Hampton Court Palace trip.

Sycamore and Pine – Wednesday 4th October.
Aspen and Chestnut – Friday 6th October.
Please arrive at school for 8:45.
Please collect your child as usual at 3:15.



On the day of your child's trip please bring:



- A backpack



- Water bottle

- Pack lunch if your child doesn't like cheese.
- Wear school uniform

