

Weekly Overview of Learning

Year Group: 2 Week beginning: 26.2.24

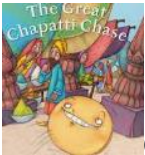




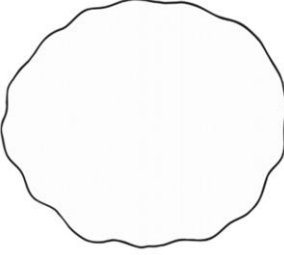
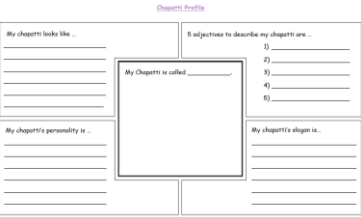
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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: we are learning to sequence a story</u>	<u>LI: We are learning to describe a setting.</u>	<u>LI: We are learning to compare characters.</u>	<u>LI: We are learning to design a character.</u>	<u>LI: We are learning to describe a character.</u>
Speaking and Listening Focus	Speak clearly and audibly when delivering a narrative.	Use relevant strategies to develop vocabulary.	Offer contributions during discussions.	Demonstrate a wider vocabulary.	Give a well-structured description.
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key Vocabulary:</u> chapati chase market river spice tiger village knead sequence</p> <p><u>Key Questions:</u> What does this story remind you of? Can you recall what characters from the story? What happened at the end of the story?</p>	<p><u>Key Vocabulary:</u> market chapati spices sari material sand venders gold</p> <p><u>Key Questions:</u> What can you see in this setting? Can you describe what you can hear in this setting? How would you feel walking through this setting? Why do you think the author chose this setting?</p>	<p><u>Key vocabulary</u> chapati elephant tiger fox gingerbread man market whereas however similarly like unlike</p> <p><u>Key questions</u> Can you identify how the characters differ? Can you identify how they are similar? What personality traits do</p>	<p><u>Key vocabulary</u> appearance personality hobbies adjective sneaky cheeky mischievous chapati</p> <p><u>Key questions</u> How would you describe their appearance? How would you describe their personality? Do they remind you of another character? How could this new character change the way</p>	<p><u>Key vocabulary</u> appearance personality hobbies adjective sneaky cheeky mischievous chapati</p> <p><u>Key questions</u> How would you describe their appearance? How would you describe their personality? Do they remind you of another character? How could this new character change the way the story</p>

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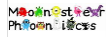
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	Can you explain how the characters feel?		they have that are similar?	the story ends?	ends?
<p>Activities</p> <p>Pixl assessments</p>	<p>Children will read the text and predict what will happen at each change of character.</p>  <p>Children repeat key phrases and generate actions for the repeated phrases such as, "run run as fast as you can...."</p> <p>Children then sequence images from the text.</p> <p>What happened In the story? Use the five finger retell and the images from the text.</p> 	<p>Children will collect adjectives to describe the setting by looking closely at the illustrations.</p>  <p>Children will use the 5 senses to collect their adjectives.</p>  <p>Children will then create their own setting description by applying the adjectives they have collected.</p>	<p>Children will listen to 'The Gingerbread Man'</p> <p>Children will identify the similarities and differences between the two texts.</p>  <p>Next children will look specifically at the differences between the main characters in the text focussing on appearance and personality.</p> <p>Children will then compare the main characters from the text using comparative language such as, whereas, however, similarly, like, unlike</p>	<p>Children to design a new character for the story.</p> <p>The children can decide on the character's personality and appearance.</p> <p>My Perfect Chapatti Draw the toppings you are going to add to make your perfect chapatti! What are you going to use for its eyes and mouth?</p>  <p>Children design their new character and apply labels.</p> <p>Children to discuss and share how their character could impact or change the story.</p>	<p>Children refer back to their designs and then begin to create a profile for their new character.</p>  <p>Children will create a new phrase for the character to repeat.</p>

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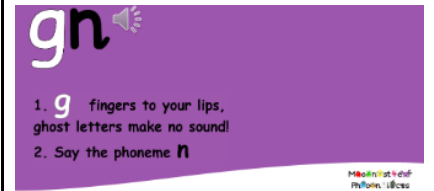
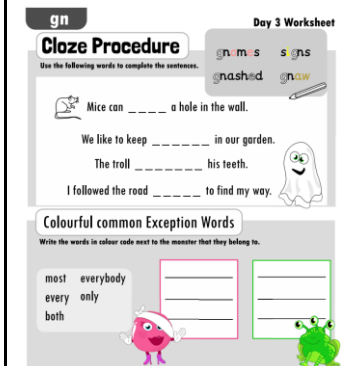
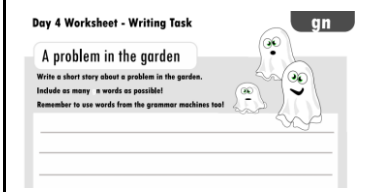
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>  <p>Term 2 – week 5</p> <p>This week reviews the soft c grapheme and adding suffixes to g words.</p>	<p>Review</p> <p>1. Download the grapheme flashcards. As a 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 words. Children write these in the boxes:</p> <p>know wrong table pencil knee write wobble fossil</p> <p>3. Grapheme Recap</p> <p>Watch the video 'I Don't Like Gnats'. Ask the children to</p>	<p>Review</p> <p>1. Use the PowerPoint. Use this to review the g 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 gn anagram.</p> <p>2. Review the CEWs: most every both everybody only</p> <p>Ask the children to write these words in colour-code on the activity worksheet.</p> <p>Teach</p>	<p>Review</p> <p>Revise the sounds from previous days.</p> <p>Teach</p> <p>1. Download the activity worksheet. Use this as a template to write a story in the garden. Include words from the grammar machines.</p> <p>2. Explore ideas and generate language that could be used in the story.</p> <p>What is the problem in the garden?</p> <p>Who and what is causing the problem?</p>	<p>Review</p> <p>1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.</p> <p>Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.</p> <p>need feet keep queen tree – the ee grapheme is making the Green Froggy sound.</p> <p>other mother another coming – Tricky Witch changes the sound of o to a short u sound.</p> <p>Teach</p> <p>2. Ask the children to work in pairs to create a memory sentence for each set of</p>

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	<p>make the Silent Ghost action (put your finger in front of your lips, silent letters make no sound) every time they hear a gn word. Can the class recall all of the gn words in the song?</p> <p>4. Use the Read-Write-Colour section of the activity worksheet to recap the gn words. Ask the class to add colour-coding and write the words in the spaces. Add the rule.</p>	 <p>gn</p> <p>1. g fingers to your lips, ghost letters make no sound!</p> <p>2. Say the phoneme n</p> <p>Miles at school Phonics, Literacy and Numeracy</p>	 <p>gn Day 3 Worksheet</p> <p>Close Procedure</p> <p>Use the following words to complete the sentences.</p> <p>gn m s gn s gnashed gnaw</p> <p>Mice can _____ a hole in the wall.</p> <p>We like to keep _____ in our garden.</p> <p>The troll _____ his teeth.</p> <p>I followed the road _____ to find my way.</p> <p>Colourful common Exception Words</p> <p>Write the words in colour code next to the monster that they belong to.</p> <p>most everybody every only both</p>	<p>– gnomes, a gnu, gnats</p> <p>What was the problem?</p> <p>– gnawing, gnashing, a sign, a design</p> <p>How was this solved?</p> <p>3. Children complete the writing task using as many gn words as possible. Don't forget to include words from grammar machines.</p>  <p>gn</p> <p>Day 4 Worksheet - Writing Task</p> <p>A problem in the garden</p> <p>Write a short story about a problem in the garden. Include as many gn words as possible! Remember to use words from the grammar machines tool!</p>	<p>words. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory.</p>
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	 <p>gn Day 1 Worksheet</p> <p>Quick Mix Review Try to remember the phonics that you have already learnt. Listen to hear your teacher read the words and write each one in the box.</p> <p>Read-Colour-Write Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!</p> <p>gnaw gnash gnat gnome signed sign design</p> <p>Write the words in the spaces provided</p> <p>Detective - can you find the rule? Here's a clue: The letter 'g' is sometimes silent before ...</p>				
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class –</p> 	<p>Chestnut Class</p> 	<p>Pine Class - Winnie for for Gold</p> 		<p>Sycamore</p> 

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>PIXL PAPER 1</u>	<u>PIXL PAPER 2 - Part 1</u>	<u>PIXL PAPER 2 - Part 2</u>	<u>LI: We are learning to answer mass related questions using the four operations.</u>	<u>LI: We are learning to order capacity from smallest to greatest.</u>
Key vocabulary and key questions	Key Vocabulary addition subtraction multiplication division Key Questions Can you read the question? Have you double checked your answer? Did you answer all the questions? Did you show your working out?	Key Vocabulary addition subtraction multiplication division Key Questions Can you read the question? Have you double checked your answer? Did you answer all the questions? Did you show your working out? What is the question asking you?	Key Vocabulary addition subtraction multiplication division Key Questions Can you read the question? Have you double checked your answer? Did you answer all the questions? Did you show your working out? What is the question asking you?	Key Vocabulary mass weight addition subtraction multiplication division Key questions Do you need to add or subtract to solve the question? How can you write this as a number sentence? How can you show this using a bar model/part whole model? Is there more than one way to solve the problem?	Key Vocabulary capacity volume greater smaller container symbol Key questions What is volume? What is capacity? What is the difference? Which container has the smaller/greater capacity? How do you know? How can you check?

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Activities	<p>Children will be answering a range of arithmetic questions. They will be tested on the four operations.</p> <p>7 $3 \times 5 =$ <input type="text"/></p> <p>8 $10 + 60 + 20 =$ <input type="text"/></p>	<p>Today children will be answering questions based on their problem solving and reasoning skills. They will answer half the questions.</p> <p>6 Tick the two shapes with the same number of sides.</p> <p>7 Match the words to the correct numerals. One is done for you.</p> <table border="0"> <tr> <td>ninety-nine</td> <td><input type="checkbox"/></td> <td>16</td> </tr> <tr> <td>sixteen</td> <td><input type="checkbox"/></td> <td>60</td> </tr> <tr> <td>forty-three</td> <td><input type="checkbox"/></td> <td>43</td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td>99</td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td>34</td> </tr> </table>	ninety-nine	<input type="checkbox"/>	16	sixteen	<input type="checkbox"/>	60	forty-three	<input type="checkbox"/>	43		<input type="checkbox"/>	99		<input type="checkbox"/>	34	<p>Children will carry on from yesterday and complete their reasoning and problem solving questions.</p> <p>16 This is Ben's money.</p> <p>This is Sita's money.</p> <p>How much more money does Ben have than Sita?</p> <p><input type="text"/></p> <p>17</p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Kemi uses tens and ones to show 56. She adds 2 more tens. What is her new number?</p> <p><input type="text"/></p>	tens	ones			<p>Today's lesson will give children the opportunity to apply their calculation skills to mass related questions. They will also consolidate their reading of different scales.</p> <p>Key learning</p> <ul style="list-style-type: none"> Complete the sentences. <p>The mass of the strawberry is ____ g. The mass of the cherry is ____ g. The total mass of a strawberry and a cherry is ____ g.</p> <ul style="list-style-type: none"> Complete the sentences. <p>The total mass of a strawberry and a cherry is ____ g. The total mass of 2 strawberries and 2 cherries is ____ g. How did you work this out? Is there an easier way?</p> <p>Tiny is finding the mass of an orange and a pear. The mass of the pear is 20 g more than the orange. The pear has a mass of 70 g.</p> <p>The orange must have a mass of 90 g.</p> <p>What mistake has Tiny made? What is the mass of the orange?</p>	<p>Today children will revisit capacity and volume from Year 1. We will go over their definitions and then use different sized containers to explore which have the smallest to greatest capacity.</p> <p>Key learning</p> <ul style="list-style-type: none"> Give children some different containers. Ask which container they think has the smallest/greatest capacity. Ask them to explore the capacity of the containers using rice or water. Discuss how they can work out which container has the greatest capacity. <p>(i) 150 mℓ</p> <p>(ii) 1 ℓ</p> <p>(iii) 2 ℓ</p> <p>(iv) 10 ℓ</p> <p>(v) 100 mℓ</p> <p>(vi) 500 mℓ</p> <p>(vii) 50 mℓ</p> <p>(viii) 5 ℓ</p> <p>Here are three glasses of water.</p> <p>▶ Which glass is full? ▶ Which glass is half full? ▶ Which glass is empty?</p>
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>LI: We are learning how to recall patterns.</u></p> <p>In Music, we are beginning our new Topic 'Orawa'. Orawa (pronounced 'Arva') describes a huge river.</p> <p>As pupils listen to the music, they will imagine the journey of the river through Europe, and make decisions about the scenery and events it passes on its way. They will make a huge piece of art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion.</p> <p>In this lesson, the children will listen with attention to detail and recall sounds and patterns. They will then copy short vocal chants.</p> <div data-bbox="358 997 705 1181" style="border: 1px solid black; padding: 5px;"> <p>Listen and draw</p>  <ul style="list-style-type: none"> • The piece of music we are going to listen to describes a river flowing across Europe. • As you listen, think about the things the river might pass on the way. For example, a forest, mountains. Get clues from the music. • Write your ideas on the pool of notes and stick them on the part of the river or riverbank where you think the event occurs. • Listen right to the very end to hear a little surprise! • Discuss your findings. Did we agree on anything? </div> <p>Finally, the children will learn about 20th century Polish composer Wojciech Kilar and his piece, Orawa. They will draw based on what they feel.</p>	<p><u>LI – We are learning to understand that Jesus had a group of followers called the Disciples.</u></p> <p>Within this lesson, children will learn about Jesus and his 12 disciples.</p> <div data-bbox="728 622 1467 1165" style="text-align: center;"> <h3>Jesus' 12 Disciples</h3> <p>Jesus' disciples left everything behind; their friends, their families and their homes and followed Jesus.</p> <p>The disciples listened carefully to what Jesus said and told other people all about Jesus and what he did.</p>  </div>	<p><u>LI: We are learning how to develop jumping in a long rope using timing</u></p> <p><u>Whole Child Objectives</u></p> <p>Social: To communicate with my partner to turn the rope together.</p> <p>Emotional: To persevere with the skipping and turning challenges.</p> <p>Thinking: To use the teaching points to help me to improve.</p> <p>Car park:</p> <p>Pupils begin standing in their own space. The teacher calls out different instructions, pupils to respond. When the teacher says 'car park' pupils quickly sit on the floor to park their car.</p> <ul style="list-style-type: none"> • gear 1: march • gear 2: jog • gear 3: sprint • red: hold a balance on one foot • speed bumps: jump <p>Q: What do you need to do with your breath when running around esp. in gear 3? <i>Keep it steady, breathe in through your nose and out through your mouth.</i></p> <p>Q: What will you need to do differently when sprinting in gear 3? <i>Arms bent at elbows, hands move from pocket to mouth, knees come high.</i></p> <p>Move into space away from others.</p> <p>Q: How does your body feel now you have warmed up? Can you recognise changes since before the warm up? <i>Heart beating faster, this moves blood around the</i></p> <p><u>LI: We are learning to perform gymnastics shapes with control and link them together.</u></p> <p><u>Whole Child Objectives</u></p> <p>Social: To teach a partner my sequence.</p> <p>Emotional: To be confident to share my ideas.</p> <p>Thinking: To choose shapes that link well together to create a short sequence.</p>

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	<p>W/C Monday 26th February 2024</p> <p>LT - We are learning to understand that Jesus had a group of followers called the Disciples.</p> <p>1. What were some of Jesus' disciples called?</p> <p>_____</p> <p>_____</p>  <p>2. What jobs did they have?</p> <p>_____</p> <p>_____</p> <p>Draw one of the jobs:</p> <div data-bbox="1016 539 1137 651" style="border: 1px solid black; width: 54px; height: 70px; margin-left: 100px;"></div> <p>3. Think about your friends, what is it you like about them?</p> <p>Draw your friends: _____</p>	<p>Shape match:</p> <p>4 Explain that gymnastics shape cards have been hidden around the room and it is their job to explore the space carefully to find them. There will be one blue version of the shape and one yellow version of the shape.</p> <p>Once they find a shape they perform it on the apparatus where it was found and then look for the same shape of the other colour.</p> <p>Model an example. If they find the yellow dish on the mat, they must perform it and then look for the blue dish, which will be hidden around a different piece of apparatus.</p> <p>8 Organise pupils into pairs. Pupils work together to find and perform the shapes. Q. Can you think of a way of performing the shape together as a pair in contact with each other?</p> <p>Use the apparatus and the shape together. This may alter the shape slightly. Travel around the room carefully and fluently. Consider ways of travelling used in previous lessons.</p> <p>Make this easier by asking pupils to find the shape and then create it on a mat or / and by displaying the 'Ways to Travel' resource.</p> <p>Make this harder by asking partners to perform shapes in unison or in contact or by considering which shapes link well together and adding a shape onto the one found.</p>
Art – Kapow	PSHE - Jigsaw	

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LI: We are learning to investigate maps as a stimulus for drawing.

In this lesson, we will begin our new craft and design unit.

The class will think about their route to school or another journey that is familiar to them. We will discuss:

-What do you pass on your journey? (Maybe a park, houses and flats, shops, a big tree, a pond, a bridge, a big road, a bus stop, a place of worship?)

-What would it be useful to include on your map? (These may be things like names or symbols.)

-What would it be interesting to include on your map? (These could be patterns, colours, animals or people.)

The children will then use a map to see their own route to school.

They will then use this to design their route using different materials.



LI: We are learning to describe ways we can relax.

In this lesson, we will be thinking about what relaxing means.

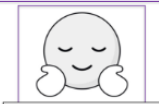
When have the children felt relaxed? Why? What is the opposite of feeling relaxed? How does this happen? What can we do if we feel stressed?

How can we relax:

1. having a giggle
2. read a book
3. mindfulness
4. deep breathes
5. stretching

The children will then discuss any more ways that they know?

We will then independently record they ways that we know we can relax.



Draw 3 different ways that you relax

What is the importance of relaxing?

Have you ever felt stressed? Why?

What does relax mean?

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LI: We are learning to understand the importance of exercise.

In the previous lesson, we discussed food that humans can eat to remain healthy. This week, we will be discussing how exercise can also keep humans healthy.

In the first lesson, we will be discussing the 4 main types of exercise:

- Aerobic
- Strengthening
- Stretching
- Balancing

There are four main types of exercise:



The children will work in groups, conducting these exercises. They will write notes about how they felt during these exercises.

In the second lesson, we will record the results from the investigation.

- Which exercise did they find the easiest/ hardest? Why?
- What happened during the aerobic exercise?
- Which parts of your body reacted to which exercises?

LI: We are learning to explore the role of significant activists and what they did.

Recap on the term activist and discuss examples of significant activists the children have heard about from previous lessons. Ask the children to work in groups to read the Significant activists information pack. Encourage them to use the information to help them complete the table at the end of the information. At the end of the session, invite the children to use their table to answer questions, such as 'What are the similarities between the causes that all these activists fought for? What did William Wilberforce do? What hardships did Martin Luther King Jr suffer? How did Malala's behaviour lead to positive change? What was the impact of Emmeline Pankhurst's work? Why are these people seen as significant?'

WC: Monday 26th February 2024
 LI: We are learning to explore the role of significant activists and what they did.

Activist	What did they do?	Why did they do it?	What hardships did they suffer?
 William Wilberforce Lived: 1759-1833 Nationality: British			
 Mahatma Gandhi Lived: 1869-1948 Nationality: Indian			
 Martin Luther King Jr Lived: 1929-1968 Nationality: American			

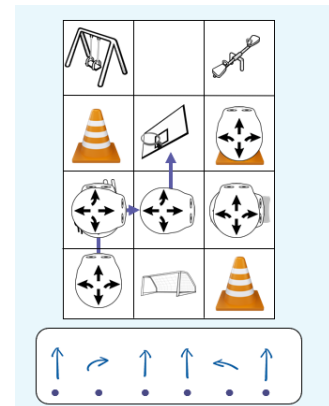
LI: We are learning to sequence significant

LI: We are learning how to test and debug parts of a programme.

In this lesson final programming lesson, we are continuing to learn how to debug and break the programme down into smaller parts.

The children will be given a map and instructions. The children will need to explain why the robot would not get to the intended destination (the highlighted square), they should identify where the algorithm is wrong.

The children will then create and test two algorithms of their own which they have debugged. They will place their robot back in the starting position, enter their first program, press 'Pause', and then enter their second program. Once they have entered their program, they should press 'Go' and run it. Their robot should visit the first destination square, pause, and then move on to the second destination square.



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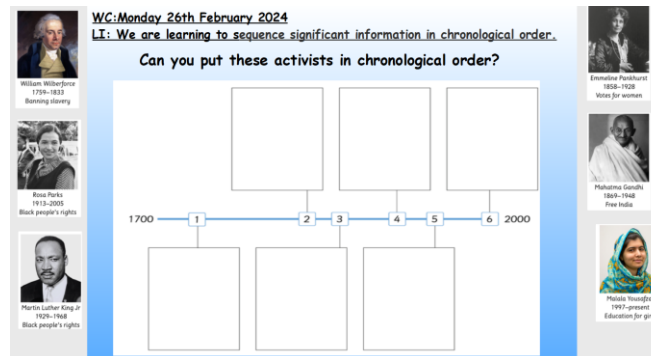
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information in chronological order.

Invite the children to reflect on knowledge and information gathered from the previous lessons and give examples of significant activists and their impact. Introduce the Significant activist's timeline template, highlighting the dates and modelling how to sequence them chronologically. Demonstrate how to drag and drop the significant activists onto the timeline and challenge the children to work in pairs to complete the activity.

WC: Monday 26th February 2024
LT: We are learning to sequence significant information in chronological order.

Can you put these activists in chronological order?



1700 1 2 3 4 5 6 2000

William Wilberforce
1794-1833
Banning slavery

Rosa Parks
1913-2005
Black people's rights

Martin Luther King Jr
1929-1968
Black people's rights

Emmeline Pankhurst
1858-1928
Votes for women

Mahatma Gandhi
1869-1948
Free India

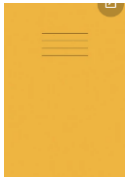
Malala Yousafzai
1997-present
Education for girls

Weekly Overview of Learning

Year Group: 2 Week beginning: 26.2.24

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

Homework



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

Reading and spelling.

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**.

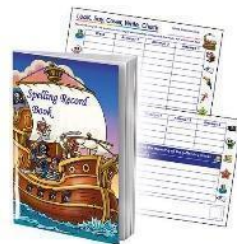
Your teacher will check, mark and sign your work once a week.

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.



Maths



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?

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



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

Please see purple reading task book for logins.



Please select an area below to access the eBooks.



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			<p>Competitions & Challenges</p>  <p>February writing challenge!</p> <p>We have been enjoying our Monster Phonic books in school. To celebrate the new Monster Phonic Books online we would like you to create a story set in Monster / Phonics land with all the monsters in!</p> <p>Please bring your entries to your teacher (with your name and class on) by <u>Monday 4th March</u>.</p> <p>We look forward to seeing your creations!</p> 
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