

# Weekly Overview of Learning

Year Group: 2 Week beginning: 27.11.23

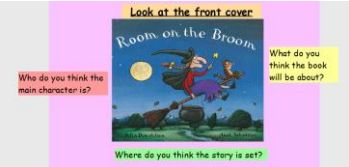
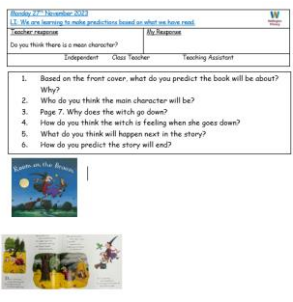
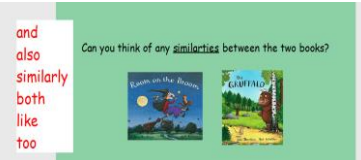
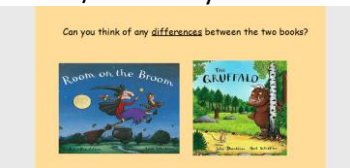


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| English<br>Reading and<br>Writing                                    | Monday   | Tuesday  | Wednesday   | Thursday  | Friday   |
|--|--|--|---|---|--|
| <b>Speaking and Listening Focus</b>                                  | We are learning to speak in full sentences.  | We are learning to listen and make contributions.  | We are learning to give an opposing opinion to a topic.   | We are learning to use a range of differences sentences.  | We are learning to use adverbs and adjectives.   |
| <b>Key vocabulary and Key Blooms higher order thinking questions</b> | <p><b>Key Vocabulary:</b><br/>Prediction<br/>Inference<br/>Comprehension<br/>Full sentences<br/>Explanation</p> <p><b>Key Questions:</b><br/>-What is a prediction?<br/>-What features can we identify on the front cover?<br/>-What do you think might happen next?</p> | <p><b>Key Vocabulary:</b><br/>Compare<br/>Conjunctions<br/>Similarities<br/>Both<br/>Same<br/>Also<br/>Likewise</p> <p><b>Key Questions:</b><br/>-What is a similarity?<br/>-What similarities can you name?<br/>-What conjunction should we use when we are talking about similarities?</p> | <p><b>Key Vocabulary:</b><br/>Compare<br/>Conjunctions<br/>Differences<br/>On the other hand<br/>Whereas<br/>However<br/>But</p> <p><b>Key Questions:</b><br/>-What is a difference?<br/>-What differences can you name?<br/>-What conjunction should we use when we are talking about differences?</p> | <p><b>Key Vocabulary:</b><br/>Adjectives<br/>Expanded noun phrases<br/>Character description<br/>Appearance<br/>Personality<br/>Verbs<br/>Adverbs</p> <p><b>Key Questions:</b><br/>-What is an adjective?<br/>-What is an expanded noun phrase?<br/>-How can we describe how the character looks?<br/>-Can we describe how the character moves?</p> | <p><b>Key Vocabulary:</b><br/>Adjectives<br/>Expanded noun phrases<br/>Character description<br/>Comparison<br/>Similarities<br/>Differences</p> <p><b>Key Questions:</b><br/>-How can we describe these characters?<br/>-How can we compare these characters?<br/>-Which adjectives are most appropriate to describe which character?</p> |

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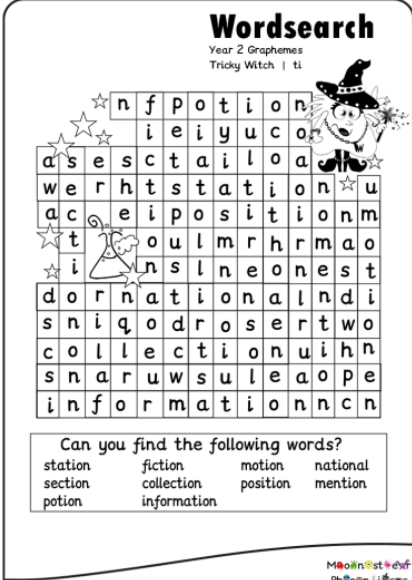
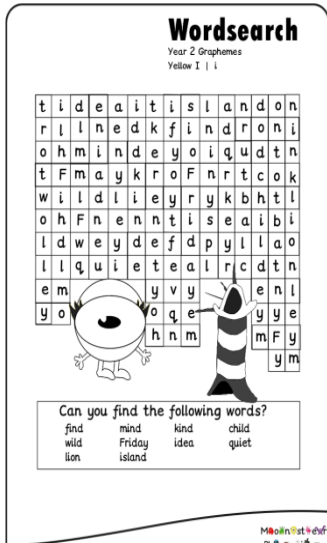
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| Activities |   |  |  |  |  |
|------------|---|--|--|--|--|
|            | <p>This week, we are beginning to look at our new text 'Room on the broom' by Julia Donalson.</p> <p>We will be making predictions based on the front cover e.g. who might the main character be? How do you know? What do you predict the book will be about?</p>  <p>Who do you think the main character is?<br/>What do you think the book will be about?<br/>Where do you think the story is set?</p> <p>We will be then be reading half the book and making predictions about how we think the book will end and what might happen.</p>  | <p>Today, we will be finishing reading 'Room on the Broom' and recapping 'The Gruffalo'.</p> <p>We will discuss the similarities between the books, such as rhyming words etc. Other examples:</p> <ul style="list-style-type: none"> <li>-The Witch and the Gruffalo both have a wart on their nose but they are different colours.</li> <li>-Both books have animals in them.</li> <li>-The Gruffalo and the Witch are both terrified of something else.</li> </ul>  <p>Can you think of any similarities between the two books?</p> <p>The children will aim to use connectives and conjunctions to connect their ideas.</p> | <p>We will begin this lesson by recapping their similarities we collected in the previous lesson.</p> <p>We will now move onto to talk about the differences between the stories and the characters.</p> <p>Examples of differences:</p> <ul style="list-style-type: none"> <li>-Gruffalo has long horns and huge ears and the Witch has a long nose.</li> <li>-The Witch is magical and the Gruffalo is not.</li> <li>-The Witch is kind but the Gruffalo is unkind/unfriendly.</li> </ul>  <p>Can you think of any differences between the two books?</p> <p>The children will aim to use connectives and conjunctions to connect their ideas.</p> | <p>In this lesson, the children will be using their prior knowledge of using adjectives and expanded noun phrases.</p> <p>They will be choosing a character from the story 'Room on the Broom'.</p>  <p>They will be writing descriptive sentences about these character's looks, personality and they way they move.</p> | <p>In this lesson, the children will be using their knowledge of adjectives, expanded noun phrases, adverbs and conjunctions.</p> <p>We will be comparing the dragon and the witch.</p>  <p>We will begin by sorting adjectives that belong to the witch and the dragon. We will then put these adjectives into comparatives sentences.</p> |

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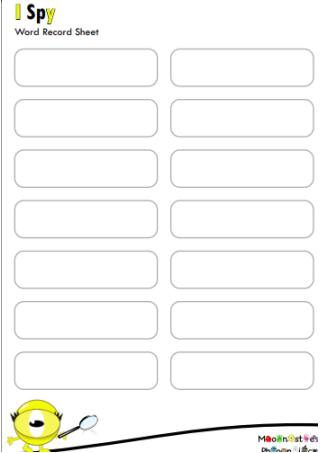

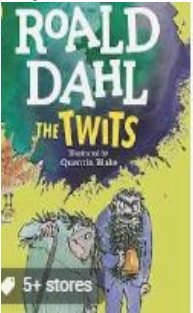
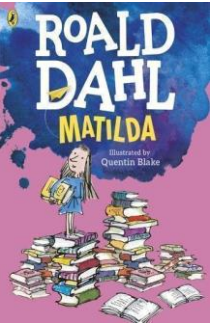
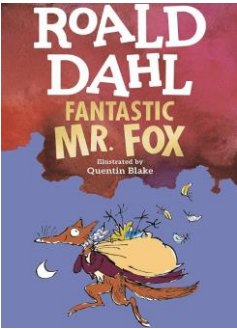

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| Additional Literacy Learning  | Lesson 1   | Lesson 2   | Lesson 3 | Lesson 4 | Lesson 5 |          |         |            |          |         |        |             |  |  |  |  |      |      |      |       |      |        |      |       |      |        |  |  |   |
|---|--|--|----------|----------|----------|----------|---------|------------|----------|---------|--------|-------------|--|--|--|--|------|------|------|-------|------|--------|------|-------|------|--------|--|--|---|
| <p><b>Phonics</b></p>  <p>Term 1 – week 12</p> | <p>Today, children will learn the ti (sh) grapheme. We will go over the words on the PowerPoint. Watch the 'Commotion at the Station' video. Tricky Witch has split a ti potion on the train, which has caused a commotion at the station and no trains are in motion. Listen to the appeal sung by a famous pop star for Tricky Witch to reverse the potion. Ask the class to make the Tricky Witch (wave a pretend wand) action every time they hear a ti (sh) word. Children will then help Tricky Witch to reverse the potion by making a spell using as many ti words as possible. Write the ti words in colour-code on the</p> | <p>Children will recap the ti (sh) grapheme from yesterday using the flashcards. They will then complete the word search containing the ti (sh) words.</p> <div data-bbox="654 691 1064 1273">  <p>Can you find the following words?</p> <table border="1"> <tr> <td>station</td> <td>fiction</td> <td>motion</td> <td>national</td> </tr> <tr> <td>section</td> <td>collection</td> <td>position</td> <td>mention</td> </tr> <tr> <td>potion</td> <td>information</td> <td></td> <td></td> </tr> </table> </div> | station  | fiction  | motion   | national | section | collection | position | mention | potion | information |  |  | <p>We will use the PowerPoint to introduce the i grapheme. This is a very common grapheme. Read through the i words.</p> <p>2. Watch the video 'Tiger and I'. It tells the story of a time when Miss Oh No was lonely and hoped that her friends would call for her. Ask the class to make the Yellow I (point to an eye) action every time they hear an i word. Can the children remember all of the i words in the song?</p> <p>3. Download the activity. Play a treasure hunt game, searching for the i cards in groups. Once found, each card must remain in the same place for other groups to find. Record the results, if possible, in colour-code on</p> | <p>Children will recap the i grapheme from yesterday using the flashcards. They will then complete the word search containing the grapheme.</p> <div data-bbox="1440 691 1765 1236">  <p>Can you find the following words?</p> <table border="1"> <tr> <td>find</td> <td>mind</td> <td>kind</td> <td>child</td> </tr> <tr> <td>wild</td> <td>Friday</td> <td>idea</td> <td>quiet</td> </tr> <tr> <td>lion</td> <td>island</td> <td></td> <td></td> </tr> </table> </div> | find | mind | kind | child | wild | Friday | idea | quiet | lion | island |  |  | <p>Use the Year 2 CEWs PowerPoint. Use this to read the focus CEWs below</p> <p><b>eye</b> – Tricky Witches changes the sound of eye to I and the sound of the final s to a z sound.</p> <p><b>Mr, Mrs</b> – Tricky Witch changes the r and rs sound in these words.</p> <p><b>who</b> – the w is a silent letter which is unusual at the start of a word. The letter o makes the Cool Blue sound. Focusing on these points will be helpful as many children find this word</p> |
| station   | fiction  | motion   | national |          |          |          |         |            |          |         |        |             |  |  |  |  |      |      |      |       |      |        |      |       |      |        |  |  |   |
| section   | collection   | position   | mention  |          |          |          |         |            |          |         |        |             |  |  |  |  |      |      |      |       |      |        |      |       |      |        |  |  |   |
| potion  | information  |  |          |          |          |          |         |            |          |         |        |             |  |  |  |  |      |      |      |       |      |        |      |       |      |        |  |  |   |
| find  | mind   | kind   | child    |          |          |          |         |            |          |         |        |             |  |  |  |  |      |      |      |       |      |        |      |       |      |        |  |  |   |
| wild  | Friday   | idea   | quiet    |          |          |          |         |            |          |         |        |             |  |  |  |  |      |      |      |       |      |        |      |       |      |        |  |  |   |
| lion  | island   |  |          |          |          |          |         |            |          |         |        |             |  |  |  |  |      |      |      |       |      |        |      |       |      |        |  |  |   |

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|---|---|--|--|--|--|
|   | <p>spell sheet.</p>    |  | <p>the Record Sheet.</p>  |  | <p>difficult to spell.</p>  |
| <p>Class Text<br/>– Reading<br/>Aloud<br/>10-15<br/>mins each<br/>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  |
|---|--|--|--|--|---|
|   | <u>LI: We are learning to compare amounts of money.</u>  | <u>LI: We are learning to explore calculating with money</u>   | <u>LI: We are learning to explore equivalence between £1 and 100p</u>  | <u>LI: We are learning to understand how to give change from £1</u>  | <u>LI: We are learning to solve problems involving money</u>  |
| <b>Key vocabulary and key questions</b> | <p><b>Key Vocabulary</b><br/>money<br/>pence<br/>coin<br/>same<br/>compare<br/>&lt; &gt; =</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Which is worth more, £1 or 1p? How do you know?</li> <li>• How much money is there?</li> <li>• If the number of pounds is the same, what can you compare?</li> <li>• If the number of pence is the same, what can you compare?</li> <li>• Which amount is the greatest/smallest? How do you know?</li> <li>• Who has the least/most money? How do you know?</li> </ul> | <p><b>Key Vocabulary</b><br/>total<br/>difference<br/>pound<br/>pence<br/>How much?<br/>altogether</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What does "total" mean?</li> <li>• What does "difference" mean?</li> <li>• How many pounds/pence are there altogether?</li> <li>• How many more pounds/pence are there?</li> </ul> | <p><b>Key Vocabulary</b><br/>£1 = 100p<br/>find change<br/>pound<br/>pence<br/>How much?<br/>altogether</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How many pence are there in £1?</li> <li>• Can you make £1 using p coins?</li> <li>• Can you make £1 using different coins?</li> <li>• How do you know you have £1?</li> <li>• How do bonds to 100 help you make £1?</li> </ul> | <p><b>Key Vocabulary</b><br/>counting<br/>forwards/backwards<br/>giving change<br/>coins<br/>notes</p> <p><b>Key Question</b></p> <p>How many pence are there in one pound?</p> <ul style="list-style-type: none"> <li>• How else can you make £1?</li> <li>• How much money does ____ have?</li> </ul> <p>How much money does ____ spend?</p> <p>How much change will ____ get?</p> | <p><b>Key Vocabulary</b><br/>problems<br/>money<br/>calculate<br/>find the difference<br/>total<br/>addition/subtraction</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How much money is there in total?</li> <li>• How much money is _____ spent?</li> <li>• What is the total cost of _____ and _____?</li> <li>• How much more does _____ cost _____ than?</li> <li>• What is the difference in price?</li> </ul> |

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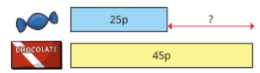

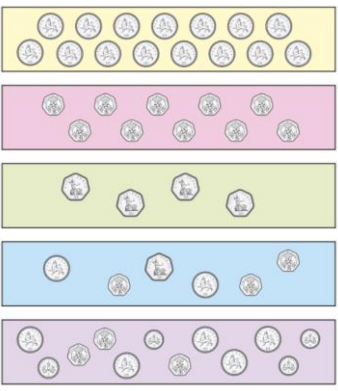
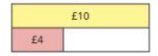


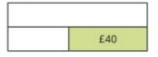


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| <p><b>Activities</b></p> | <p>In this small step, children compare amounts of money using the language of “greater than”, “less than”, “most” and “least”, together with the inequality symbols. As inequality symbols are often a sticking point for children, they may need a reminder of the meaning of each symbol before continuing with the step. Children compare amounts of money that are made up of both pounds and pence, but they only need to focus on one of these, as the other will be the same. For example, they may compare £3 and 20p with £3 and 60p, where £3 is the constant, or compare £4 and 50p with £7 and 50p, where 50p is the constant. They should recognise that since one part is the same, they can just compare the other. It is important that children know that £1 is worth more than 1p, so if they compare £3 with 3p, then they know that £3 is worth more.</p> | <p>In this small step, children combine their learning from an earlier block on addition and subtraction with their new learning on money to perform calculations involving money. They need to be able to find the total cost or find the difference in prices. When finding the total, children should be encouraged to consider different methods such as counting on, partitioning and regrouping. When finding the difference, children should explore both counting on and counting back. They can compare and contrast methods to decide which one is more efficient.</p> | <p>In this small step, children explore for the first time the equivalence of £1 and 100p. It is essential for children to understand that £1 is equal to 100p or that £1 is made up of 100 pence. Using this knowledge, they should be able to make £1 in different ways and using a variety of coins. This will support them later in the block when they work out change, as being able to make £1 in different ways will mean that children will find it easier to find change from £1. Children use their knowledge of bonds to 100 from earlier learning to support them, both working with tens and working with tens and ones. When working with just tens, children should know that, for example, <math>30 + 70 = 100</math>, but should then realise that since there is not a 30p or 70p coin, this on its own cannot be used to make a pound.</p> | <p>The focus of this small step is on finding change from £1. Children explore a variety of different methods of calculating change. They could start by making £1 using different coins, building on the learning from the previous step, then remove the coins that are spent and count what is left. They could then go on to use more abstract methods, such as counting back and counting on, using a number line. When children are confident in calculating change from £1, they can explore finding change from other whole pounds.</p> | <p>In this small step, children bring together all their learning from this block to complete two-step problems involving money. This step requires children to find the total, find the difference and calculate change, and combinations of all three within the same question. Children must work out what they need to do first in the context of the question and may need support with this initially. Finding the total can now include pairs of values that sum to a whole pound as children have explored this in a previous step. They continue to only calculate change from whole pounds. The use of play money, number lines and part-whole models can support children in performing calculations, and bar models can be a useful way of representing a question to help children understand what they need to do.</p> |
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|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>Which note is worth the most?<br/><br/>How do you know?</li> <li>Which coin is worth the least?<br/><br/>How do you know?</li> <li>Which is the greatest amount of money?<br/><br/>How do you know?</li> </ul> | <ul style="list-style-type: none"> <li>Complete the bar models.<br/></li> <li>How much more does the chocolate bar cost than the sweet?<br/></li> <li>How much more money does Kay have than Ann?<br/></li> </ul> | <p>For each set of money, choose coins to make £1</p>  | <ul style="list-style-type: none"> <li>Kay has £10. She buys a book for £4. Complete the bar model.<br/><br/>How much change does Kay get?</li> <li>Ben has this money.<br/><br/>How much money does Ben have?<br/>He spends 30p on some sweets.<br/>How much does he have left?</li> <li>Ann has this money.<br/><br/>She spends 65p.<br/>How much does she have left?</li> </ul> | <ul style="list-style-type: none"> <li>Kay has £33 in the bank. She is given £40 more.<br/>How much money does Kay have now?<br/>Complete the bar model and number sentence.<br/><br/>_____ + _____ = _____</li> <li>She buys a top for £25.<br/>How much money does she have now?<br/>Complete the bar model and number sentence.<br/><br/>_____ - _____ = _____</li> <li>An apple costs 42p. A pear costs 35p.<br/>What is the total cost of an apple and a pear?<br/>Dan buys an apple and a pear.<br/>He pays with a £1 coin.<br/>How much change does he get?<br/></li> </ul> |
|--|--|---|---|---|

**Music – Sing Up**

**RE – Widening Horizons**

**PE – Get Set 4 PE**

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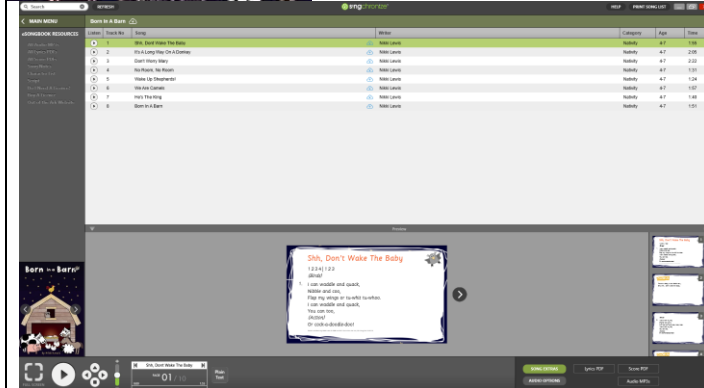
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## LI: We are learning to perform songs for our Christmas concert.

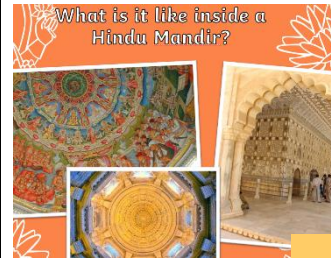


Children will be learning songs for the Christmas concert.

Learning actions and adding some instruments in.



## LI: We are learning to identify and explain the purpose of the features of the Mandir.



Look at the features of the Mandir. Name and discuss the importance of the features and their uses.



Children to label the features and write the purpose of each feature.



## L5 Team Building

### LI: We are learning to use teamwork skills to work as a group to solve problems.

#### **10** Warm Up and Introduction

**Safe space:**

- Pupils stand in their own space. They begin by walking around the area, moving in and out of each other.
- Move around in the space, changing direction and avoiding other people.
- Pupils move around in a different way e.g. skipping, jumping, side-stepping. Take suggestions from the pupils for the class to use.

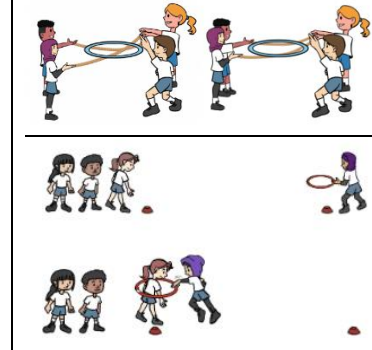
**Look for the space. This will continually change as the pupils move. Keep your head up and look for your own safe to move into.**

**Connections:**

Pupils jog around. When the teacher calls a body part, pupils find a partner and connect that body part together e.g. hands, feet, back etc. Change the travelling action each time e.g. skipping, jumping, hogscootch etc. Also change the direction they are travelling in forwards, backwards and sideways.

**Move with control, looking for space and avoiding others.**

**Make this harder by calling two different body parts. Pupils must decide between them who will use which body part.**



## L5 Target Games

### LI: We are learning to select and apply the appropriate skill to the target game.





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|                    |  |                      |
|--------------------|--|----------------------|
|                    |  |                      |
| <b>Art – Kapow</b> |  | <b>PSHE - Jigsaw</b> |

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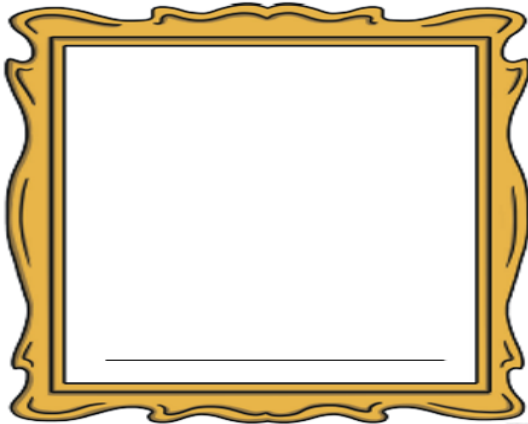
Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

LI: We are learning to create a portrait based on our favourite monarch.

This lesson, children will be recapping all the monarchs we have learnt about in History. We will take a look at different portraits of these royal figures and identify what we can see about the painting - what are they wearing? How are they standing? How is their facial expression? Then, children will draw their own portrait of their favourite monarch and write why they have chosen them.

Week commencing 27<sup>th</sup> November 2023

LI- We are learning to create portraits of our favorite monarch.



Why are they your favourite monarch?

LI: We are learning to explain how to stay safe when crossing the road.



## Safe or unsafe place to cross?


This is an **UNSAFE** place to cross



# Weekly Overview of Learning

Year Group: 2 Week beginning: 27.11.23

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|  |   |
|--|---|
|  | <p><b>How do I cross the road safely?</b></p> <p>Draw and/or write what the alien needs to do to cross the road safely.</p>  <p>Children to explain to Alien how to cross the road safely.</p> |
|--|---|

Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

# Weekly Overview of Learning

Year Group: 2 Week beginning: 27.11.23

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LI: We are learning to construct simple food chains.

This lesson, children will draw their own diagrams of microhabitat food chains. They will learn about producers, consumers and how energy is transferred from one living thing to another. They will also learn how carnivores are usually at the top of the food chain because they need to hunt other animals in order to survive.



LI: We are learning to share what we have learnt about Magnificent Monarchs.



End of topic quiz  
Children to answer the quiz (12 questions)

1. Which of the six significant monarchs reigned first?



2. Which monarch had absolute power: William the Conqueror or Elizabeth II?



What have we learnt in our topic? Children to write facts they have learnt using the defining frame.

L5 Effects

LI: We are learning to use tools to change an image.

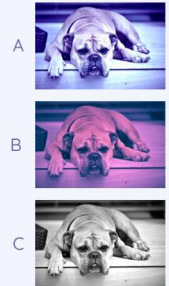
This week children will be using Pixlr to change the appearance of a photo. They will be taking photos and using tools to change the colour. They will then save their images onto the iPad.

Changing colours

Today we will change some photographs by adjusting their colours.




How have the colours been changed in images A, B, and C?



# Weekly Overview of Learning

**Year Group: 2 Week beginning: 27.11.23**

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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

#### 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**

Year 2 Christmas concert

Please have costumes in school by Monday 4th December. Concert date is Tuesday 12th December. Aspen and Pine parents 9:15  
Sycamore and Chestnut 10:15

# Weekly Overview of Learning

Year Group: 2 Week beginning: 27.11.23

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website 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

your work once a week.

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



**has accessed their account the most.**

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