

Weekly Overview of Learning

Year Group: 2 Week beginning: 29.1.24





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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to create a story map to retell the story.</u>	<u>LI - We are learning to ask questions to a character based on what has been read so far.</u>	<u>LI - We are learning to write simple explanation.</u>	<u>LI - We are learning to write simple explanation.</u>	<u>LI - We are learning to present simple arguments from different viewpoints</u>
Speaking and Listening Focus	To sequence events in order using time words.	We are using a range of question words to form a grammatical correct question	We are using topic words such as; pollution, littering, planet, environment.	We are ensuring our sentences are grammatical correct	Adapt language effectively for purpose.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary First Next Finally Giants Help Protest shouted</p> <p>Key questions Where did the story take place? Who were the characters? What happened first? After? Finally?</p>	<p>Key vocabulary Who What How Why When Greta Character Giants</p> <p>Key questions Who is the main character in the story? Who is the character based on? What words do we use to start a question? What could we ask Greta at this of the story?</p>	<p>Key vocabulary Explain Explanation Title Question Key words Planet Recycle</p> <p>Key questions Why is our planet important? How can we help people look after the planet? How can we explain how Important the planet is?</p>	<p>Key vocabulary Littering Pollution Title Planet Save Because Result of... Lead to...</p> <p>Key questions What is pollution? How does pollution damage the planet? How can we reduce pollution?</p>	<p>Key vocabulary Views Arguments Opinion Believe Strongly agree Disagree viewpoint</p> <p>Key questions How do their viewpoints differ? How did their viewpoints change overtime? What are their reasons for their viewpoint?</p>

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Activities	Read the story Greta and the giants	Look at different parts of the story	What is Recycling?	Pollution	Children consider the viewpoints of the giants and Greta (from the start of the story).
<p>Activities</p> <p>How did the story make you feel? How did the giants change? Children will be creating a story map using time connectives and key words.</p> 	<p>Read the story Greta and the giants</p>  <p>How did the story make you feel? How did the giants change? Children will be creating a story map using time connectives and key words.</p>	<p>Look at different parts of the story What would you ask Greta here?</p>  <p>What could we ask Greta at this part of the story?</p>  <p>Who? What? Where? How? Why? When? What if?</p> <p>What would you ask Greta here? Can you use the question words?</p> 	<p>What is Recycling?</p> <p>Recycling is when rubbish is turned into something new. You might be able to recycle some things yourself, by reusing them or making something out of them. Other things are taken away to be recycled.</p>  <p>Did you know that around half of your rubbish can be recycled?</p> <p>Look at the example explanation on recycling.</p> <p>I need your help to explain to the giants!!</p>  <p>Children to start their introduction of explanation today</p> <p>Using key words such as: Because so this results on this leads to..</p>	<p>Pollution</p>  <p>Pollution is when waste or chemicals are released into the environment. Air pollution can make people unwell.</p> <p>Look at the example explanation on pollution – What are the features?</p> <p>Yesterday we were explaining why it is important to look after our planet.</p> <p>I need your help to explain to the giants!!</p>  <p>We will be thinking about pollution and littering today.</p> <p>Children to write their pollution paragraph of explanation.</p>	<p>Children consider the viewpoints of the giants and Greta (from the start of the story).</p> <p>Imagine you are the Giants... What are your views on the taking over the forest?</p>  <p>I believe that... I feel that...because... I think you should... I feel strongly that...</p> <p>I consider that... It is my belief that... In my opinion... I strongly suggest that...</p> <p>Children write in the role of each character with their viewpoint included.</p>  <p>Children can cut and sort arguments and consider the viewpoints that may be applicable to both characters.</p>

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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> <p><small>Miss Olin's Phonics</small></p> <p>Term 2 – week 3</p>	<p>Review</p> <p>Review the g sound</p> <p>Teach</p> <p>1. Download the grapheme flashcards. As a class, speed read the colour-coded graphemes. Repeat with the plain-text flashcards.</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>towel other monkey wander tunnel nothing donkey watch</p> <p>3. Watch the video 'Stranger in the Village'. Ask the children to make the Tricky Witch (wave a pretend wand) action every time they hear a</p>	<p>Review</p> <p>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>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>Review work from yesterday.</p> <p>Teach</p> <p>1. Download the activity worksheet. Children complete the cloze procedure activity by adding the missing g words.</p> <p>2. Review the CEWs: old wild hold child gold climb cold told</p> <p>Ask the children to write these words in colour-code on the activity worksheet.</p> <p>3. Working in pairs, children take turns to dictate and write sentence</p>	<p>Review</p> <p>Review words with the g sound.</p> <p>Teach</p> <p>1. Download the activity worksheet. Use this as a template to write about a visit to the zoo. Can you describe the animals using g words? Include words from the grammar machines.</p> <p>2. Explore ideas and generate language that could be used in the story.</p> <p>What g words could be used in the story? – animals – giraffe – animal adjectives – giant, ginormous, gigantic, huge, strange, endangered, gentle, ginger</p>	<p>Review</p> <p>1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFV flashcards.</p> <p>Focus on the words below, pointing out where the monster makes a sound.</p> <p>grow snow know window – the ow grapheme is making the Miss Oh No sound. A silent k is also in the word 'know'.</p> <p>car dark park hard garden – Tricky Witch has changed the sound of the a when it combines with r. It is called an r-controlled vowel</p> <p>Teach</p>

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g word. Can the class recall all of the g words in the song?

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

g Day 1 Worksheet

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.

Read-Colour-Write
Read the words and colour the sounds. Are there any silent letters? Watch out for the tricky letters!

huge age gem energy
danger magic giant

Write the words in the spaces provided

Detective - can you find the rule?
Here's a clue: The letter 'g' makes a 'j' sound when...

g Day 2 Worksheet - Grammar Machines

+ing Machine
Add the suffix **ing** to the end of each verb.
imagine → imagine
damage → damage
manage → manage

More Than One Machine
Write the plural of each noun.
giant → giants
cage → cages
angel → angels
village → villages

Time Machine
Write each verb in the past tense. (Be careful - this one is tricky!)
change → changed
charge → charged
cage → caged
magic → magicked

dictations with their partner.

g Day 3 Worksheet

Gaze Procedure
Use the following words to complete the sentences.
The _____ unicorn flew away.
Wash your hands so you don't catch _____.
The sign warned about _____ on the road.
They took off in a _____ hot air balloon.
They put the _____ at the top of the Christmas tree.
My favourite _____ have pictures on.

Colourful common Exception Words
Write the words in the box next to the monster they belong to.

old gold
wild climb
hold cold
child told

Monster Partners
Take turns to read and write two sentences.
Partner and Write!
There was some _____ change _____ to the will _____
I love to hear all of the _____ magic _____
I have the best _____ gentle _____
There was a _____ gem _____ on the _____

– story adjectives – magical, imaginary, danger
– scenes – stage, village

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

g Day 4 Worksheet - Writing Task

A Zoo Story
Write a story about a visit to the zoo.
Use **g** words for the type of animals, animal adjectives and story adjectives.
Include words from the grammar machines.

2. Ask the children to work in pairs to create a memory sentence for each word. Ask them to write these in their Monster Phonics exercise book. Add colour-coding to support memory.

Class Text – Reading

Aspen Class –

Chestnut Class

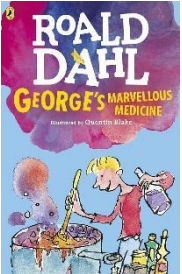
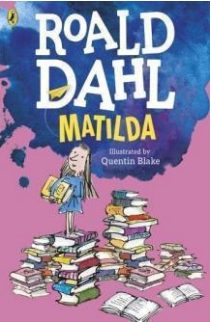
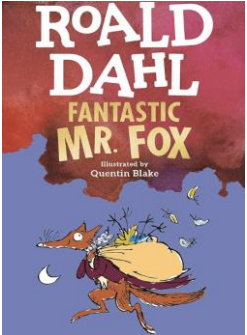
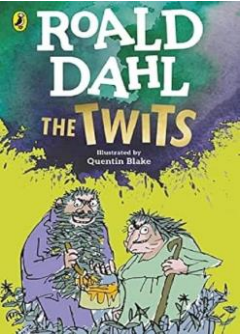
Pine Class

Sycamore

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<p>Aloud 10-15 mins each day</p>				
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to measure in centimetres.</u></p>	<p><u>LI: We are learning to measure in centimetres.</u></p>	<p><u>LI: We are learning to measure in metres.</u></p>	<p><u>LI: We are learning to measure in metres.</u></p>	<p><u>LI: We are testing our times table knowledge.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary centimetres/cm rulers measuring length/height long/tall Key questions How do we measure objects?</p>	<p>Key Vocabulary centimetres/cm rulers measuring length/height long/tall Key questions What do the numbers on the rulers mean?</p>	<p>Key Vocabulary centimetres/cm measuring stick rulers measuring length/height long/tall Key Questions</p>	<p>Key Vocabulary centimetres/cm measuring stick rulers measuring length/height long/tall Key Questions</p>	<p>Key Vocabulary times table 2s, 5s, 10s multiplication equal to Key Questions Do you know your 2s/5s/20s times table?</p>

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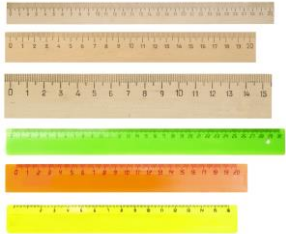
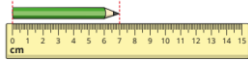
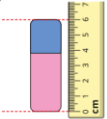

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	<p>What is a ruler used for? What do the numbers on the rulers mean? Where do you need to start measuring from? How long/short is the object? What does cm mean?</p>	<p>Where do you need to start measuring from? How long/short is the object? What does cm mean?</p>	<p>What is a metre stick? What is it used for? What do numbers on the tape measure mean? How long is a metre stick? What is 'm' short for? Where do you need to start measuring from? How long/short is the object?</p>	<p>What do numbers on the tape measure mean? How long is a metre stick? What is 'm' short for? Where do you need to start measuring from? How long/short is the object?</p>	<p>What is ___ x 5? What is ___ x 10?</p>																								
<p>Activities</p>	<p>This week we will begin learning about length and height. Children will learn how to use a ruler correctly and will measure objects and write their length in cms.</p> <table border="1" data-bbox="264 943 568 1390"> <thead> <tr> <th>Object</th> <th>Measurement (cm)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Object	Measurement (cm)																							<p>Today children will carry on using a ruler to measure objects. Children will focus on measuring lengths and heights using a ruler, with a specific focus on measuring in centimetres. Children may need reminding that centimetres is "cm" and that they should record this with their written answers.</p>	<p>Today children will begin to measure lengths and heights using metre sticks and tape measures, with a specific focus on measuring in metres. They will be introduced to the 'm' abbreviation.</p> 	<p>We will continue on from yesterday's lesson learning about how to measure items using metre sticks. Children will answer word problems.</p> <p>Here are two different coloured metre sticks. </p> <p>What is the length of the car? </p> <p>What is the height of the shed? </p> <p>Ask children to use metre sticks to measure the length of the school hall to the nearest metre. Observe how they do it and check that they line up their metre sticks correctly.</p> <p>Give children a metre stick or tape measure and ask them to find different objects outside that are either longer or shorter than a metre. Get them to draw their objects in a sorting diagram.</p> <p>longer than a metre shorter than a metre </p>	<p>Today children will recap and practise their 2 times tables. We will practise going over our times table as a class and then children will take a TTRS test.</p>
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	<p>• How long is the pencil?</p>  <p>• How tall is the rubber?</p>  <p>Sam uses a ruler to measure the length of the toy train.</p>  <p>The train is 8 cm long.</p> <p>Do you agree with Sam? Explain your answer.</p>			<p>Name: _____</p> <p>Date: _____</p> <p>MULTIPLICATION 1 Practice 2a</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>1 × 2 =</td> <td>11 × 2 =</td> <td>9 × 2 =</td> </tr> <tr> <td>2 × 2 =</td> <td>4 × 2 =</td> <td>5 × 2 =</td> </tr> <tr> <td>3 × 2 =</td> <td>10 × 2 =</td> <td>3 × 2 =</td> </tr> <tr> <td>4 × 2 =</td> <td>8 × 2 =</td> <td>2 × 2 =</td> </tr> <tr> <td>5 × 2 =</td> <td>9 × 2 =</td> <td>12 × 2 =</td> </tr> <tr> <td>6 × 2 =</td> <td>1 × 2 =</td> <td>10 × 2 =</td> </tr> <tr> <td>7 × 2 =</td> <td>3 × 2 =</td> <td>11 × 2 =</td> </tr> <tr> <td>8 × 2 =</td> <td>12 × 2 =</td> <td>1 × 2 =</td> </tr> <tr> <td>9 × 2 =</td> <td>4 × 2 =</td> <td>5 × 2 =</td> </tr> <tr> <td>10 × 2 =</td> <td>9 × 2 =</td> <td>7 × 2 =</td> </tr> <tr> <td>11 × 2 =</td> <td>8 × 2 =</td> <td>8 × 2 =</td> </tr> <tr> <td>12 × 2 =</td> <td>7 × 2 =</td> <td>11 × 2 =</td> </tr> </table> <p>Continue here...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>7 × 2 =</td> <td>11 × 2 =</td> <td>10 × 2 =</td> </tr> <tr> <td>12 × 2 =</td> <td>7 × 2 =</td> <td>6 × 2 =</td> </tr> <tr> <td>8 × 2 =</td> <td>1 × 2 =</td> <td>9 × 2 =</td> </tr> <tr> <td>12 × 2 =</td> <td>12 × 2 =</td> <td>4 × 2 =</td> </tr> <tr> <td>10 × 2 =</td> <td>2 × 2 =</td> <td>3 × 2 =</td> </tr> <tr> <td>9 × 2 =</td> <td>5 × 2 =</td> <td>6 × 2 =</td> </tr> <tr> <td>11 × 2 =</td> <td>4 × 2 =</td> <td>9 × 2 =</td> </tr> <tr> <td>3 × 2 =</td> <td>6 × 2 =</td> <td>11 × 2 =</td> </tr> </table> <p>SCORE: _____</p> <p><small>© 2022/21 Math Circle Ltd. Licensed to Wellington Primary School, Hounslow.</small></p>	1 × 2 =	11 × 2 =	9 × 2 =	2 × 2 =	4 × 2 =	5 × 2 =	3 × 2 =	10 × 2 =	3 × 2 =	4 × 2 =	8 × 2 =	2 × 2 =	5 × 2 =	9 × 2 =	12 × 2 =	6 × 2 =	1 × 2 =	10 × 2 =	7 × 2 =	3 × 2 =	11 × 2 =	8 × 2 =	12 × 2 =	1 × 2 =	9 × 2 =	4 × 2 =	5 × 2 =	10 × 2 =	9 × 2 =	7 × 2 =	11 × 2 =	8 × 2 =	8 × 2 =	12 × 2 =	7 × 2 =	11 × 2 =	7 × 2 =	11 × 2 =	10 × 2 =	12 × 2 =	7 × 2 =	6 × 2 =	8 × 2 =	1 × 2 =	9 × 2 =	12 × 2 =	12 × 2 =	4 × 2 =	10 × 2 =	2 × 2 =	3 × 2 =	9 × 2 =	5 × 2 =	6 × 2 =	11 × 2 =	4 × 2 =	9 × 2 =	3 × 2 =	6 × 2 =	11 × 2 =
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><u>Grandma's Rap- Lesson 4</u></p> <p><u>LI: We are learning to use jogging to keep rhythm and tempo.</u></p>  <p>This is the forth lesson, we are continuing to practise 'Grandma's Rap.'</p>	<p><u>LI- We are learning to explore how Christians are welcomed into the Christian family through baptism.</u></p> <p>In this lesson, children will explore what baptism is and what this means to Christians.</p>	<p><u>Dance - Lesson 4</u></p> <p><u>LI: We are learning to copy, remember and repeat actions using facial expressions to show different characters.</u></p> <p><u>Whole Child Objectives</u> Social: To work safely around others. Emotional: To be confident to perform using facial expressions to help to tell the story.</p>

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We are going to focus on the round aspect by splitting into 2 groups. We will start at different times and practise staying in rhythm.

To practise this further, we will look at other songs where the rhythm and tempo change and are quicker.



We will look at 'Supercalifragilisticexpialidocious' as an example and sing along.

Week Commencing: Monday 29th January 2024
LI - we are learning to explore how Christians are welcomed into the Christian family through baptism.

Label the baptism scene

Word Bank
 baby
 parents
 godparents
 vicar
 font
 gown
 candle
 oil

Challenge: Write the baptism steps below

1. A b _____ is born.
2. The p _____ and godparents promise to help the baby learn about being a Christian.
3. The baby is welcomed into God's family and a c _____ is lit.
4. Family and friends gather in a c _____.
5. The baby's head is blessed with water from the font while the priest or m _____ says special words.
6. The sign of the c _____ is made on the baby's head with special oil.

Key words - Baby, priest, candle, church, minister, cross

Thinking: To provide feedback to others about their performance.

30 Skill Development

Teacher note: use the video resource 'Circus Ideas' for an example of all of the below.

Exploring actions and expressions, entering the circus tent:

Give each pupil a base station that they put in a space.

Explain that in the first part of their dance, pupils will enter the circus tent for the first time. Q: How would you feel when entering the circus tent? E.g. excited, happy, nervous. Q: How would you show this in your actions?

Pupils start anywhere on the outside of the teaching area. Give them 8 counts to get to their base station. All pupils should be at their base station on 8. Share good examples.

Actions could include pointing, skipping, running, spinning. Use dynamics that help to set the scene e.g. skipping excitedly, running quickly, spinning slowly etc. Use expression to show how you are feeling.

Yoga - Lesson 4

LI: We are learning to copy and remember actions linking them into a flow.

Whole Child Objectives

Social: To work with others, sharing ideas to create a flow.

Emotional: To show confidence to share my ideas with the class.

Thinking: To make quick decisions with others to solve a challenge.

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30 Mins Skill Development

Farmyard poses:

Q: How can you improve your balance, strength and flexibility with these yoga poses? Improve balance by focusing on something still and move into and out of the poses slowly. Improve strength by holding the poses for a few breaths. Improve flexibility by using breath to extend and stretch muscles.

A Teach pupils the different poses using the video resource.

- Butterfly
Feet turned in and soles of the feet pressed together. Try to flap knees down towards the floor. Use elbows to push knees for an extra stretch.
 - Cow
Place hands and knees on the floor, hands underneath shoulders. Arch back, tilt hips and keep neck long, looking up.
 - Cat
Place hands and knees on the floor, hands underneath shoulders. Curve back, looking back towards your stomach.
 - Dog
Keep both hands and feet on the floor. Look back between your legs. Hips up and back, with a flat back.
 - Goat
Place one foot forwards and one back, hip width apart. Both feet face forwards. Arms lift above head.
Make this harder by lifting the back leg.
 - Bird
Place both feet together, bending knees. Both arms lift back behind the body.
Make this harder by going on tiptoes.
- 📌 Use the video to go through the farmyard poses one after the other as a flow.

Art – Kapow

Clay- Lesson 4.

LI: We are learning to use impressing and joining techniques to decorate a clay tile.

In this lesson, we are continuing to work with clay.

We will start by recapping what we know about working with clay.

We will then look at the artist Rachel Whiteread. She made houses out of clay.

We are going to attempt to mimic her style by making a tile, joining extra clay and impressing different materials to make a pattern.



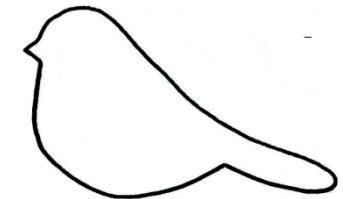
PSHE - Jigsaw

PSHE- Dreams and Goals Piece 4

LI: We are learning how to work well in a group to create an end product.

In this lesson, we are discussing how we can work with others to achieve our goals.

We will talk about what teamwork means and what makes an effective team.

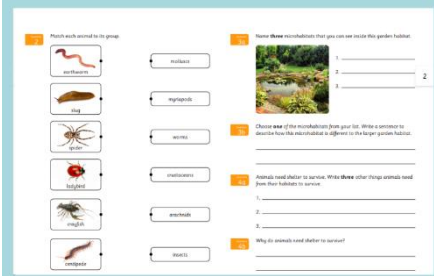
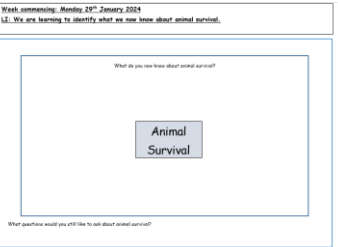
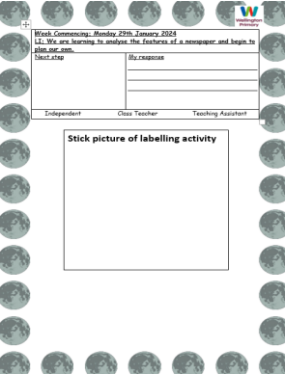
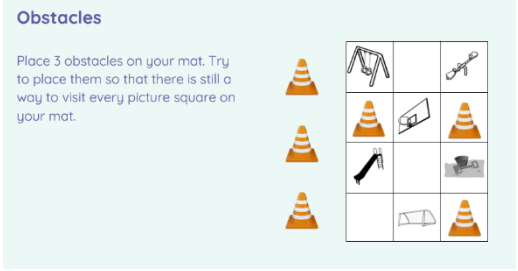


We will then work in a group to make a 'dream bird'. This dream bird will represent our dreams and goals. The children will work together on the design which we will then hang on the ceiling.

Weekly Overview of Learning

Year Group: 2 Week beginning: 29.1.24

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

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>Animal survival- Final lesson</u></p> <p><u>LI: We are learning to show what we have learned.</u></p> <p>In this lesson, we are going to be expressing what we have learned in this topic 'Animal Survival'.</p> <p>We will begin by showing what we have learned throughout this Topic by completing a quiz based on the different lessons we have completed.</p>  <p>We will then discuss anything we still don't understand.</p> <p>After that, we will complete a defining frame to show what we have learned using this frame.</p> 	<p><u>LI: We are learning to analyse the features of a newspaper and begin to plan our own.</u></p> <p>In this lesson, children will be unpicking the features of a newspaper report and will begin to plan their own report about Neil Armstrong's exploration of the moon.</p>  <p>Writing newspaper reports introduces children to writing succinctly and informatively. The model text describes the launch of the mission. The children's newspaper reports should describe the Moon landing and walking on the Moon.</p>	<p><u>Programming- Lesson 4</u></p> <p><u>LI: We are learning to combine four direction commands to make sequence</u></p> <p>In this lesson, we will use left and right turn commands along with forwards and backwards commands.</p> <p>Doing this will allow children to develop slightly more complex programs.</p> <p>Learners will create their programs in this lesson through trial and error before moving onto planning out their programs in the next lesson. In the last activity, learners will predict where given programs will move the robot.</p> <p>Learners will make their predictions by 'stepping through' the commands and matching the program steps to movements.</p> 

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Homework



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

Reading and spelling.

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**.

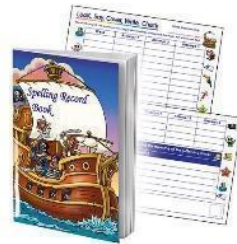


Bug Club



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.

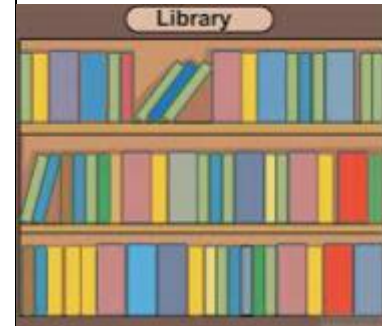
We will be checking to see who has accessed their account the most.

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

Multilingual Bool Club- check classroom door for when it is taking place in Ash Class.

January Reading Challenge-Create a story map of your favourite fairy tale!



If you want to be a school librarian please speak to Miss Strange and complete an application form by 2nd February.

February half term-12th to 16th February