






# Weekly Overview of Learning

Year Group: 2 Week beginning: 30.1.23






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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English Reading and Writing</b>	<p>LI: We are learning to identify the features of a recount.</p> <p>LI – We are learning to sequence events.</p> <p><i>(ASPEN AND PINE ON TRIP ALL DAY)</i></p>	<p>LI: We are learning to identify the features of a recount.</p> <p>LI – We are learning to sequence events.</p> <p><i>(SYCAMORE AND CHESTNUT ON TRIP ALL DAY)</i></p>	<p>LI: We are learning to write about real events (recount).</p>	<p>LI: We are learning to write about real events (recount).</p>	<p>LI: We are learning to write about real events (recount).</p>
<b>Speaking and Listening Focus</b>	<p>Speaking clearly and audibly when delivering speech in full sentences (<i>recalling what they did on their trip</i>)</p> 	<p>Speaking clearly and audibly when delivering speech in full sentences (<i>recalling what they did on their trip</i>).</p> 	<p>Verbally use connectives to develop their oral recall of their trip in the correct sequence.</p> 	<p>Verbally give a well-structured description of their day while maintaining eye contact with a partner.</p> 	<p><i>Children will be expressing their highlights of the trip and they will be learning to:</i></p> <ul style="list-style-type: none"> <li>- Listen and respond carefully to others</li> <li>-develop reasoning using the phrase 'because' when speaking.</li> </ul> 
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><b>Key Vocabulary:</b></p> <p>Title Subheading Past tense Recount Recall Sequence order Remember</p> <p><b>Key Questions:</b></p> <p>Can you recall the features of a recount? Why are these features useful for a reader? Can you identify the features of a</p>	<p><b>Key Vocabulary:</b></p> <p>Title Subheading Past tense Recount Recall Remember Sequence order</p> <p><b>Key Questions:</b></p> <p>Can you recall the features of a recount? Why are these features useful for a reader? Can you identify the features of a</p>	<p><b>Key Vocabulary:</b></p> <p>Embarked Coach Travelled Journey Motorway First Next After a while Finally Eventually Caption Subheading Recall, Remember</p> <p><b>Key Questions:</b></p>	<p><b>Key Vocabulary:</b></p> <p>First Next After a while Finally Eventually Caption Subheading Recall Remember Lunch Fruits Obstacle course</p> <p><b>Key Questions:</b></p> <p>Can you remember what you ate om</p>	<p><b>Key Vocabulary:</b></p> <p>First Next After a while Finally Eventually Caption Subheading Recall Remember Treasure Hunt Goat Petting Journey</p>

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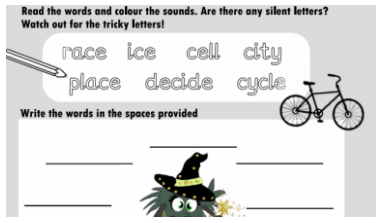
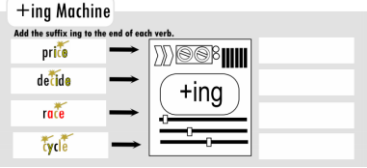
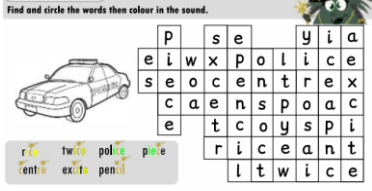

	recount independently?	recount independently?	Can you recall what you felt in the morning? Can you identify how you were feeling? Can you explain why you were feeling that way?	the trip? What phrases were you saying to your team players? How did this make you feel? Can you classify what was the trickiest challenge?	<b>Key Questions:</b> How did your feelings change throughout the day? Can you identify what your personal highlight was? Would you like to visit this place again? How did you travel back to school? Can you recognise anything that you found challenging on the trip?
<b>Activities</b>	Children will sort images of the activities from the trip and sort them into a sequencing frame. Children can apply time connectives to each image. <i>The order of events will differ between classes.</i> 	Children will sort images of the activities from the trip and sort them into a sequencing frame. Children can apply time connectives to each image. <i>The order of events will differ between classes.</i> 	<b>Children will write the paragraphs of their recount for:</b> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Journey there</li> <li>● Map reading</li> </ul>  <i>The order of events will differ between classes.</i>	<b>Children will write the paragraphs of their recount for:</b> <ul style="list-style-type: none"> <li>● Lunch</li> <li>● Obstacle course</li> <li>● Sailing ships</li> </ul>  <i>The order of events will differ between classes.</i>	<b>Children will write the paragraphs of their recount for:</b> <ul style="list-style-type: none"> <li>● Meeting animals</li> <li>● Journey home</li> </ul>  <i>The order of events will differ between classes.</i>

Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Phonics</b>  This week reviews the soft c grapheme and adding suffixes	Can the class recall all of the c words in the song? (The Sad Prince and Princess)  Use the Read-Write-Colour section of the activity worksheet to recap the c words. Ask the	Children will be recalling how to add suffixes s ing and ed.  Read the story 'Tricky Witch's Trip the City Palace'.	<b>Practice –</b> Working in pairs, children take turns to dictate and write sentence dictations with their partner (the soft c grapheme).	<b>Free write</b> - What did each of the following characters decide to do to make the Prince and Princess smile?  Can you describe how everyone tried to make the Prince and Princess smile using c words? Include words from the grammar machines.	Ask the children to work in pairs to create a memory sentence for each set of words.

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<p>to g words.</p>	<p>class to add colour-coding and write the words in the spaces.</p>  <p><b>Year 2 CEWs</b> -would, door, floor, could, poor, should</p> <p><b>200 HFWs</b> - our, found, round, around, mouse, shouted, good, took, book, looks, looking</p>	<p>Children will then apply the spelling rules using the - + ing Machine</p> <ul style="list-style-type: none"> <li>• Time Machine</li> <li>• More than One Machine</li> </ul>  <p><b>Year 2 CEWs</b> -would, door, floor, could, poor, should</p> <p><b>200 HFWs</b> - our, found, round, around, mouse, shouted, good, took, book, looks, looking</p>	<p>Find and circle the words then colour in the sound.</p>  <p><b>Year 2 CEWs</b> -would, door, floor, could, poor, should</p> <p><b>200 HFWs</b> - our, found, round, around, mouse, shouted, good, took, book, looks, looking</p>	<p><b>The Sad Prince and Princess</b></p>  <p><b>Year 2 CEWs</b> -would, door, floor, could, poor, should</p> <p><b>200 HFWs</b> - our, found, round, around, mouse, shouted, good, took, book, looks, looking</p>	<p><b>Year 2 CEWs</b> -would, door, floor, could, poor, should</p> <p><b>200 HFWs</b> - our, found, round, around, mouse, shouted, good, took, book, looks, looking</p>
<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Sycamore</b> <b>Text</b> – Winnie’s Pirate adventure <b>Author</b> - Valerie Thomas</p>	<p><b>Aspen</b> <b>Text</b> – Pirate Party <b>Author</b> - Scoular Anderson</p>	<p><b>Pine</b> <b>Text</b> – You’re a Bad Man, Mr Gum <b>Author</b> – Andy Stanton</p>	<p><b>Chestnut</b> <b>Text</b> – Charlie Changes into a Chicken <b>Author</b> – Sam Copeland</p>	

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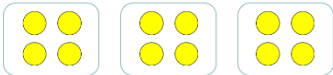
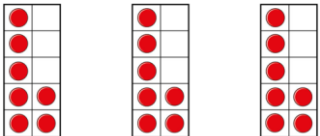
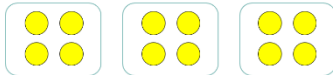
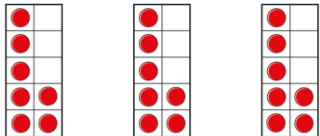
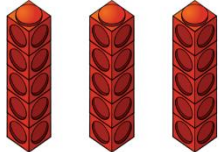




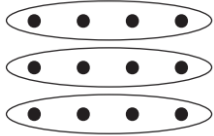

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b><u>LI: We are learning recognise and make equal groups.</u></b></p> <p><i>(ASPEN AND PINE ON TRIP ALL DAY)</i></p>	<p><b><u>LI: We are learning recognise and make equal groups.</u></b></p> <p><i>(SYCAMORE AND CHESTNUT ON TRIP ALL DAY)</i></p>	<p><b><u>LI: We are learning to add equal groups.</u></b></p>	<p><b><u>LI: We are learning to use the multiplication symbol.</u></b></p>	<p><b><u>LI: We are learning to recognise multiplication in arrays .</u></b></p>
Key vocabulary and key questions	<p><b><u>Key Vocabulary:</u></b> Recognise Make Equal Unequal Same Different Groups Altogether</p> <p><b><u>Key Questions:</u></b> What are equal groups? What are unequal groups? How many are there altogether? Are the groups equal or unequal? How do you know? How can you make the groups equal? How many groups are there? How many are in each group? What is the same and what is different about these two pictures? Do all equal groups look the same?</p>	<p><b><u>Key Vocabulary:</u></b> Recognise Make Equal Unequal Same Different Groups Altogether</p> <p><b><u>Key Questions:</u></b> What are equal groups? What are unequal groups? How many are there altogether? Are the groups equal or unequal? How do you know? How can you make the groups equal? How many groups are there? How many are in each group? What is the same and what is different about these two pictures? Do all equal groups look the same?</p>	<p><b><u>Key Vocabulary:</u></b> Add Equal Unequal Groups Repeated addition</p> <p><b><u>Key Questions:</u></b> How do you know the groups are equal? How many equal groups are there? How many are in each group? Can you write this as an addition sentence? Can you draw a picture to match the number sentence? Which number sentence matches the picture?</p>	<p><b><u>Key Vocabulary:</u></b> Multiply Groups of Apply Symbol</p> <p><b><u>Key Questions:</u></b> Is repeated addition always the most efficient method? Why? What does the multiplication symbol look like? What is the same about repeated addition and multiplication? Which addition number sentence matches the multiplication? Can you think of a story to match the multiplication?</p>	<p><b><u>Key Vocabulary:</u></b> Array Multiply Inverse Identify Recognise Rows Columns</p> <p><b><u>Key Questions:</u></b> How can you organise the counters to help you find the total? How many rows are there? How many columns are there? What multiplication can you see in the array? What two multiplication sentences can you see? Why do <math>3 \times 2</math> and <math>2 \times 3</math> have the same total?</p>

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<p><b>Activities</b></p>	<p>Children to recall the meaning of equal and unequal (same and different).</p> <p>Children to look at different questions showing equal and unequal groups.</p> <p>Complete the sentences.</p>  <p>There are ___ groups of ___</p> <p>There are ___ counters altogether.</p> <p>Children are then going to identify equal and unequal using different objects.</p> <p>How many are in each group?</p> <p>The ten frames show equal groups.</p> <p>Complete the sentences to describe the group:</p> <p>a)</p>  <p>There are <input type="text"/> equal groups with <input type="text"/></p> <p>in each group.</p>	<p>Children to recall the meaning of equal and unequal (same and different).</p> <p>Children to look at different questions showing equal and unequal groups.</p> <p>Complete the sentences.</p>  <p>There are ___ groups of ___</p> <p>There are ___ counters altogether.</p> <p>Children are then going to identify equal and unequal using different objects.</p> <p>How many are in each group?</p> <p>The ten frames show equal groups.</p> <p>Complete the sentences to describe the group:</p> <p>a)</p>  <p>There are <input type="text"/> equal groups with <input type="text"/></p> <p>in each group.</p>	<p>Children use their understanding of equal groups to find the total using repeated addition.</p> <p>Children will count the number of objects in each group and add them together.</p>  <p>There are ___ equal groups with ___ in each group.</p> <p><input type="text"/> + <input type="text"/> + <input type="text"/> = 15</p> <p>For example: There are 3 equal groups with 5 in each group.</p> <p><math>5 + 5 + 5 = 15</math></p>	<p>Children will exchange the term 'groups of' for the multiplication symbol (X).</p> <p>They will look at visual representations of multiplication sentences.</p> <p>For example:</p> <p>There are ___ groups of ___</p> <p>_____ x _____ =</p> <p>a) </p> <p>b) </p> <p>c) </p> <p>They will also move on to use their multiplication facts in word problems.</p> <p>Sam and Ron are talking about multiplication stories.</p>  <p>There are 4 trees with 3 birds in each tree.</p> <p>Sam</p> <p>Write an addition and a multiplication for Sam's story.</p>	<p>Children will look at arrays. We will investigate and identify the columns and rows within the array. We will then link this to a multiplication sentence. For example:</p>  <p><math>3 \times 4 = 12</math></p>  <p><math>4 \times 3 = 12</math></p> <p>Children will then independently create their own arrays and identify a multiplication sentence within an array.</p>
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## LI: We are learning to perform a song using correct pitch. - lesson 5

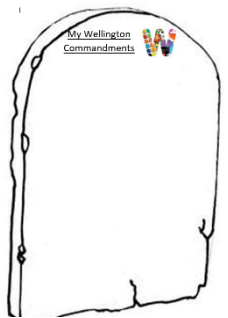
Children will sing hi lo chick-a-lo and Grandma Rap.

Children will Practise drawing the shape of these songs using pitch pencils. We will also be learning a clapping game and play with a partner. Finally, we will perform both songs for a video recording.



## LI: We are learning to understand that Christianity follows the teachings of Jesus Christ - lesson 5

In groups, children will choose one of the commandments to create a freeze frame showing what they think it looked like over 2000 years ago when Jesus Christ taught the commandments. Children to think about some commandments that we could use in school. Children to create some 'Wellington Commandments'



## Gymnastics – lesson 5

### LI: We are learning to develop rolling a sequencing building.

The children will be practising rolling ensuring that they keep their head and knees tucked in. We will also be focusing on transitioning from one movement to another.



## Team building - lesson 5

### LI: We are working as a group to solve problems.

Children will be set a range of problems to solve within a team – for example:

In groups of five. Each pupil places their left hand between their legs for the person behind to hold with their right hand. Can the group walk along together?



## Sending and Receiving Lesson 5:

LI: We are learning to develop our catching and throwing skills.

### Hoops:

In pairs with one ball and one hoop. Pupils stand opposite each other, either side of the hoop.

They chest pass to each other over the hoop.

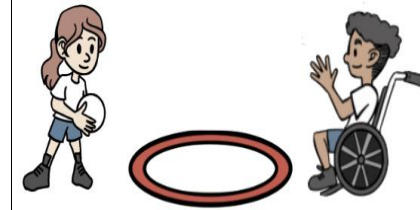
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Hold the ball at chest height, step forward as you throw the ball. Finish with your hands pointing at your target, have hands out ready to catch, close your hands around the ball and pull it in towards your chest.

Make this harder by using a smaller ball.



Art – Kapow

PSHE - Jigsaw

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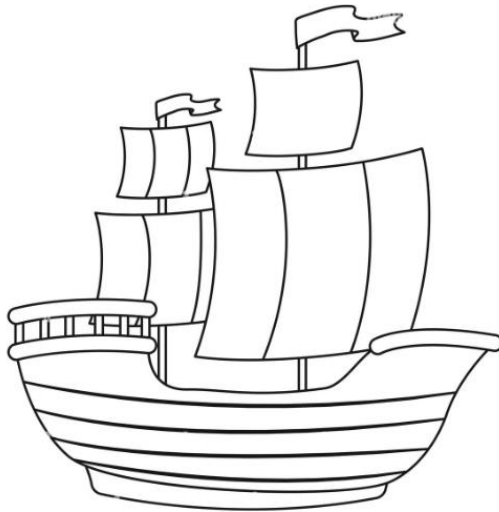
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**LI: We are learning to create cords and plaits for decoration.**

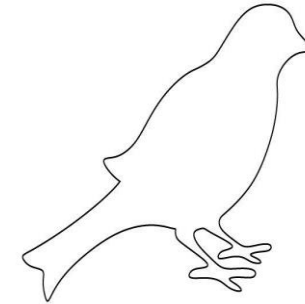
Using thread children are to weave a plait. Using the plait, add it to the pirate ship for decoration.

Will your plait act as a rope for the sail? Or a rope for the anchor?



**LI: We are leaning to discuss our dreams.**

Children will be sharing their dreams and aspirations. They will be thinking about ways to achieve their dreams and creating a dream bird.



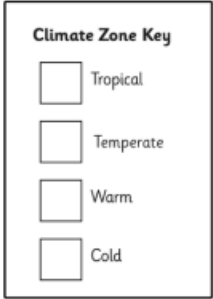





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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>LI: We are learning to investigate how some animals have adapted to their habitat.</u></b></p> <p>While at the Gordon Browne Centre this week the children will be visiting the animals that live there. They will be looking at the animal's habitat and comparing them.</p> <p>They will be visiting the:</p> <ul style="list-style-type: none"><li>• Goats</li><li>• Chicken</li><li>• Rabbits</li><li>• Donkeys</li></ul> <p>Children will be creating questions, and learning about the animal's diet and lifestyle.</p> 	<p><b><u>LI: We are learning to locate hot and cold countries.</u></b> Children will be using an atlas to look at a climate map.</p>  <p>Children will be discussing the location of the hottest and coldest countries and creating their own climate map with labels. They will also be creating their own key.</p> 	<p><b><u>LI: We are learning to explain that programming projects can have code and artwork.</u></b></p> <p>We will design, create, and test a mat for a floor robot. This will introduce the idea that design in programming not only includes code and algorithms, but also artefacts related to the project, such as artwork.</p> <ul style="list-style-type: none"><li>• I can explain the choices I made for my mat design</li><li>• I can identify different routes around my mat</li><li>• I can test my mat to make sure that it is usable</li></ul> <p>We will be programming bee bops around a floor mat.</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.

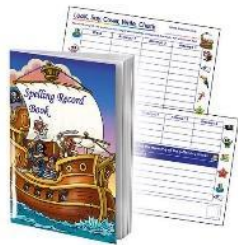
### Reading and spelling.

#### 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 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 previous book bag day) as this is 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

**Half term – Monday 13<sup>th</sup> February**

**Year 2 SATS Meeting ( Aspen and Pine) 2nd February Ash Class 9:00**

**Individual photos - Monday 6th February**