

Weekly Overview of Learning

Year Group: 2 Week beginning: 8.1.23

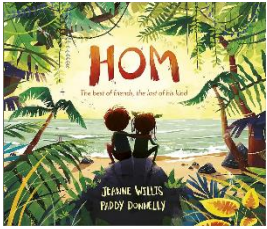
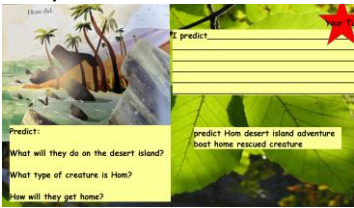
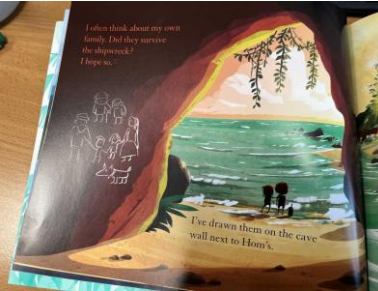


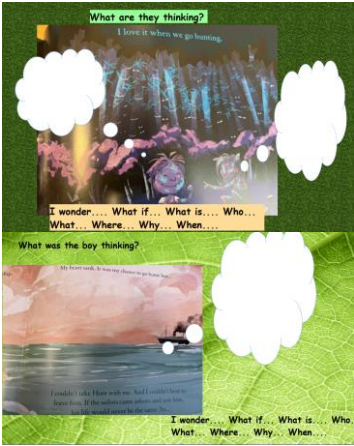
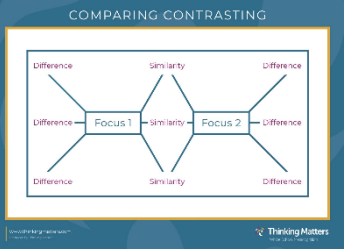

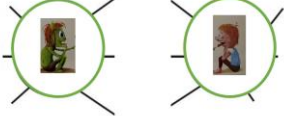
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p><u>LI: We are learning to make predictions.</u></p> <p>We are learning to ask lots of questions to find out specific information including how and why.</p>	<p><u>LI: We are learning to identify and describe a character's feelings</u></p> <p>We are learning to take turns to talk, listen and respond in two-way conversations and groups</p>	<p><u>LI: We are learning to identify and describe a character's thoughts.</u></p> <p>We are learning to use conjunctions to link their ideas together.</p>	<p><u>LI: We are learning to make comparisons.</u></p> <p>We are learning to use an imaginative range of descriptive words</p>	<p><u>LI: We are learning to make comparisons.</u></p> <p>We are learning to use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary Predict Think Know Similar Setting Characters</p> <p>Key questions Where could the story be set? Who is in the story? Have you read a similar story? What does the back and front cover tell you about the</p>	<p>Key Vocabulary Because Confused Nervous Worried Anxious Upset Lonely</p> <p>Key questions How did Hom feel? Why? How did the boy feel why? How did they feel on page ____? What other character do you</p>	<p>Key Vocabulary I wonder... What if... Should I... Thinking Thoughts</p> <p>Key questions What are their thoughts why? How have their thoughts changed? Art their thoughts positive or negative?</p>	<p>Key Vocabulary like unlike however whereas but so both different similar</p> <p>Key questions How are the similar? Why? What does the story tell us about them? What other characters do you know that are similar? How are they different?</p>	<p>Key Vocabulary like unlike however whereas but so both different similar</p> <p>Key questions How are the similar? Why? What does the story tell us about them? What other characters do you know that are similar? How are they different?</p>

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	story?	know who feels ___?			
<p>Activities</p>	 <p>Look at the front cover. Where could the story be set? Who is in the story? Have you read a similar story?</p>  <p>Read up to page 5 – what will Hom do next?</p>	 <p>look at pages in the book. How do the characters feel?</p>  <p>Can the children explain why using because?</p>	 <p>Look at pages in the story</p> <p>What are the characters thinking?</p> <p>Use sentence stems to help with writing I wonder... What if... Should I</p> 	<p>What does the story tell you about the characters?</p> <p>How are they similar and different?</p>  <p>Use the comparing frame to</p> <p>compare the two boys.</p>	 <p>Look at images of the boys</p> <p>Write comparative sentences to describe them using the word bank to help.</p> <p>like unlike however whereas but so both different similar</p> 

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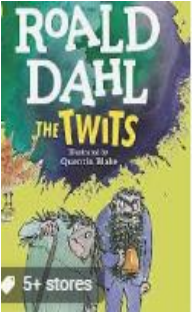
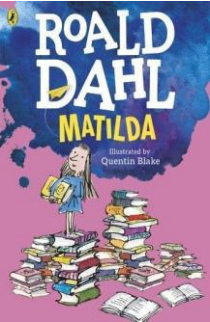
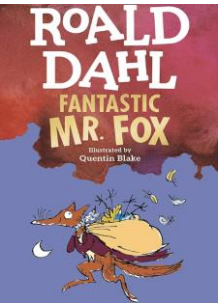
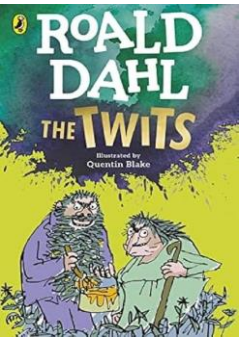
					
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p> <p><small>Monday 8.1.23</small></p> <p>Term 2 – week 1</p>	<p>Review</p> <p>Recap the rules for vowel suffixes for root words ending in 2 consonants.</p> <p>Teach</p> <p>Use the PowerPoint. Use this to introduce consonant suffixes. When adding a consonant suffix there is no need to change the root word ending, unless the root word ends in a y</p> <p>2. Download the flashcards activity. In pairs, match the root words flashcards with</p>	<p>Review</p> <p>Recap the rules for vowel suffixes – root ends in a VC – double letter.</p> <p>Teach</p> <p>1. Use the PowerPoint from yesterday's lesson. Use this to recap the rules for adding consonant suffixes.</p> <p>2. Write each of the root words on the board.</p> <p>care mouth hope thank colour</p> <p>Examine how the meaning changes with the suffixes 'ful' and 'less'. Notice how 'ful' ends in one letter l.</p>	<p>Review</p> <p>Recap the rules for vowel suffixes – root ends in e – drop e.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to learn more about contractions.</p> <p>Contraction means to squash together; the apostrophe shows where the letter(s) would be. To form a contraction, cross</p>	<p>Review</p> <p>Recap the rules for vowel suffixes – root ends in y – change y to i (not for ing).</p> <p>Teach</p> <p>1. Use the PowerPoint from yesterday's lesson. Use this to recap contractions.</p> <p>2. Download the flashcards. Use these to show examples of contractions.</p> <p>Write the following words on the board – can the class help to squash them?</p>	<p>Review</p> <p>Recap the spelling rules using the PowerPoints.</p> <p>CEWs</p> <p>Use the Year 2 CEW PowerPoint to recap all CEWs taught last term.</p> <p>Teach</p> <p>1. Use the Year 2 CEW PowerPoint. Revise all words, pointing out where the monster makes a sound.</p>

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	<p>the consonant suffix flashcards to make as many new words as possible.</p>    	<p>Select a flashcard game to play.</p> 	<p>out a letter and turn it into an apostrophe. Look at how to squash 'not', 'is' and 'has'.</p> <p>can not could not was not it is she is he is he has</p> <p>3. Word Art Use an A4 book to write words in colour-code using a variety of media. Words can be written large or small, joined or print. The key focus is on memory.</p>	<p>Children create their own flashcards using colourful media to display in the classroom.</p> <p>2. Download the Year 2 CEW Flashcards. Choose one of the following 2 activities. Use the flashcards to support.</p>	
<p>Class Text – Reading Aloud 10-15 mins each 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 use arrays.</u>	<u>LI: We are learning to make equal groups when solving division problems.</u>	<u>LI: We are learning how to divide through sharing equal groups.</u>	<u>LI: We are learning to share equal groups when solving division problems.</u>	<u>LI: We are learning to build our fluency with the two times table.</u>
Key vocabulary and key questions	rows columns addition multiplication arrays How many columns? How many rows? What multiplication can you see in the array?	division total equal groups sharing How many do you have altogether? How many are in each group? How many groups do you have? What does the symbol mean?	division total equal groups sharing How many do you have altogether? How many does each group have? How can you share and make these groups equal? Can you draw a picture to represent this?	division total equal groups sharing How many do you have altogether? How many does each group have? How can you share and make these groups equal? Can you draw a picture to represent this?	two times tables counting in 2s multiplication 2 x ____ How can you show counting in 2s? How do you know what ____ lots of 2 are? Would drawing a picture help you work out the multiplication? Do you always need to start counting from 2?

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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Grandma's Rap LI: We are learning to repeat actions to a song.</p> <p>This unit explores beat and rhythm work using crotchets and quavers. We will begin by introducing the song – mark the pulse, learn the actions, and recap Hi lo chicka lo from Term 1. We will practise this song.</p> <div data-bbox="123 694 459 869" style="border: 1px solid black; padding: 5px;"> <p>Learn the actions to Grandma rap</p> <ul style="list-style-type: none"> Which words need actions? Can you perform them all together? Make sure everyone is doing the same thing at the same time. <p>Word bank: Grandma, sick, doctor, walking stick, up, down, back, front, side, never, college, dollar, wiggle.</p>  </div> <p>We will then go onto 'Grandma rap'. We will identify the different beats and rhythm we can hear. Finally, we will begin to learn the actions to the song.</p>	<p>Christianity LI: We are learning to identify and explore where I belong.</p> <p>Within this lesson, children will explore and discuss what it means to belong and identify which groups or clubs they belong to. Children will discuss what this means to them, how it makes them feel, and make comparisons and links to each other.</p> <div data-bbox="728 726 1064 973" style="border: 1px solid black; padding: 5px;">  <p>What different groups/ places do you belong to?</p>  </div> <div data-bbox="728 1005 974 1364" style="border: 1px solid black; padding: 5px;">  <p>Identifying to school Family Class Wellington</p> </div>	<p>LI: We are learning to remember, repeat and link actions to tell the story of my dance.</p> <p>Objectives - Social: To watch other people quietly, showing respect. Emotional: To explore a task independently before asking for help. Thinking: To provide feedback using keywords.</p> <p>Getting the nectar: <small>Tell pupils that bees collect something called nectar from flowers to make honey. They do this by climbing onto the flower and sucking it up.</small> A Give each pupil a hoop (flower). Pupils explore balances and shapes using different body parts. They may want to balance with the hoop on their foot or arm or they could balance inside the hoop. Practise holding each balance or shape for 8 counts. <small>Squeeze your muscles to help you to hold your shape or balance. Use different levels and shapes.</small> B Play the music, pupils to change their balance or shape every 8 counts.</p>  <p>LI: We are learning to copy and repeat yoga poses</p> <p>Objectives Social: To be respectful of other people's learning and not distract them. Emotional: To be confident to share my ideas. Thinking: To suggest ideas for poses.</p>

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They will then complete their sheet to communicate their discussions.

Ocean poses:

Yoga is formed by shapes and movements known as poses. Poses are linked together to make a sequence of actions also known as a flow. Q: In what other activities do you link actions to make a sequence of movements? *Gymnastics and dance.*

1 Use the video 'Jump into the Ocean' to teach pupils the ocean inspired poses. Pause the video on each pose to check pupil's technique.

- **Dolphin**

Put both feet together, stretch arms up as tall as possible, push your bottom backwards like sitting on a chair.

- **Seal**

Lie on stomach, push up on hands as far as feels comfortable, curving the back.

- **Turtle**

Curl up with stomach resting on knees. Stretch forwards with arms as far as you can.

- **Starfish**

Stretch out as wide as possible.

Make this easier by placing both feet on the floor.

- **Jellyfish**

Balance on one leg. Lean forwards as far as possible and stretch one leg backwards.

Make this harder by leaning further forwards to create a straight line.

- **Boat**

Balance on your bottom, lifting hands and feet off the floor.

Make this easier by placing hands on the floor.

2 Test pupils knowledge of the poses by calling them out and asking them to replicate them. Can they hold each pose for two breaths in and two breaths out?

3 Play the video with pupils copying and holding the poses as they are shown.

Use your strength to move slowly from one pose to the next, this will give you balance and control.

Art – Kapow

PSHE - Jigsaw

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LI: We are learning to use our hands as tools to shape clay.

In this lesson, we will be beginning our new Topic using clay.

At the beginning of the lesson, we will see what different shapes we can make with the clay by rolling it and squeezing it with our hands. We will use different objects to create patterns on the clay.

Once we are familiar with the clay, the children will pick an item or animal they would like to model the clay into.



Clay play

Shaping clay using our hands



Dreams and goals

LI: We are learning to choose a realistic goal and think about how to achieve it.

In this lesson, we will be thinking about what it means to be successful.

We will look at images of children doing activities and discussing what the successes might be and how the children might feel.

We will discuss how we can be successful and how it might make us feel.



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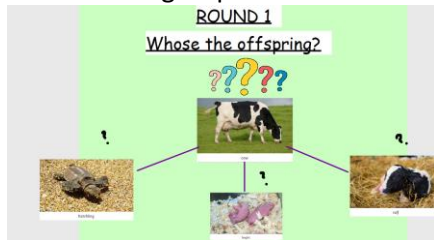
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Animal Survival

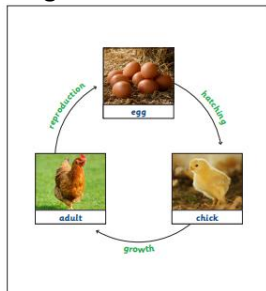
LI: We are learning to identify and compose lifecycles.

In Science this week, we will begin by discussing what offspring.

We will look at different images of offspring and match them to the adult. The children will work in groups to match these groups.



The children will then look at life cycles and how they are formed. The children will then independently compose their own life cycles for different living things.



All animals have a life cycle. During their life cycle, animals are born or hatch from eggs. The young animals then grow and change until they can reproduce. When adult animals reproduce and have offspring, the life cycle starts again.

Movers & Shakers

LI: We are learning to investigate significant explorers and their impact.

Within this lesson, children will use historical models to make judgements about significance and describe the impact of a significant historical individual. Through recapping on previous learning and asking key questions, children will explore to learn that -

Vasco da Gama was the first European to find an ocean trading route to India.

Christopher Columbus was the first European to discover the Americas.

Captain James Cook drew detailed maps of New Zealand and discovered Australia.

Roald Amundsen led the first expedition to reach the South Pole.

Neil Armstrong was the first man to walk on the Moon.

Children will then play the Greatest Explorer Quiz ion teams against other teams to become The Greatest Explorer Champions within their class.

Programming

LI: We are learning to give instructions.

In this topic, we will be learning how to programme robots.

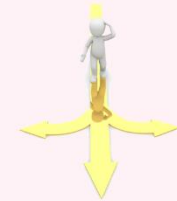
The children will begin by working in partners. They will take it in turns- one will pretend to be the robot and then the other.

They will give each other simple instructions (backwards one step etc.)

Giving a set of instructions

You need to direct the robot around, but this time, you need to give them two or three instructions at a time.

Say "Go" to tell the robot to run the instructions.



We will then attempt to make the robot follow simple commands, such as 'go'.

Robots follow instructions

Robots have a computer inside. Robots do what we want because they follow instructions. They do not make any choices themselves.

How can you give a robot instructions?



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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 your work once a week.

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 has accessed their account the

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



most.

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

Each Monday children will be reward with a Dojo for being in the Green Zone.

