

Weekly Overview of Learning

Year Group: 2 Week beginning: 9.10.23


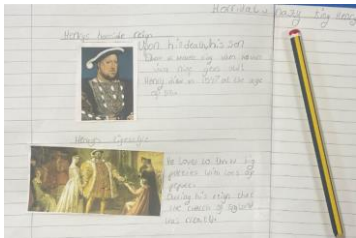




Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher.

English Reading and Writing	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	Reading assessment	Spelling and Grammar assessment	<u>LI: We are learning to devise a fact file based on Queen Victoria.</u>	<u>LI: We are learning to compose a non-fiction book based on Monarchs</u>	<u>LI: We are learning to select and apply non-fiction features to our book.</u>
Speaking and Listening Focus			We are learning to take it in turns and listen attentively when others are sharing their prior knowledge.	We are learning to adapt our language to suit an audience.	We are learning to organise material in a clear and engaging way.
Key vocabulary and Key Blooms higher order thinking questions			<p>Key vocabulary Monarch Queen Victoria Facts Fact file Non-fiction book Features Importance Reign Lifestyle Retrieval ?</p> <p>Key Questions What information is important to include? What connectives can I use to make my writing more interesting? What skill am I using?</p>	<p>Key vocabulary Monarch Facts Fact file Non-fiction book Reign Lifestyle Headings Subheadings</p> <p>Key Questions Can I use an expanded noun phrase in my subheading? What information is relevant for which subheading?</p>	<p>Key vocabulary Monarch Facts Fact file Non-fiction book Features Importance Family Marriage Subheadings !</p> <p>Key Questions What language can add excitement to my writing? How can I check my facts are accurate? Why is it important my information is factual in a non-fiction book?</p>

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<p>Activities</p>	<p>The children will be completing a reading comprehension assessment. This paper will assess the children on their retrieval and inference skills. They will answer questions such as:</p> <p>Indoor dens</p> <p>Of course, you don't need to be outside to build a shelter. You could make your own cosy lair by draping blankets and sheets over chairs. Use pillows for comfort, add a torch and gather some good books for an instant reading den. Just make sure you ask a grown-up first!</p>  <p>19. You could make your own cosy lair by draping blankets and sheets over chairs.</p> <p>Find and copy one word that means the same as den.</p> <p>_____</p> <p>20. Why would you need to ask a grown-up first when making an indoor den?</p> <p>_____</p>	<p>The children will be completing a spelling assessment and a grammar assessment.</p> <p>The children will be assessed on their knowledge of word classes, clauses, sentence type etc.</p> <p>They will answer questions such as:</p> <p>1.</p> <p>What type of word is <u>grumpy</u> in the sentence below? Tick one.</p> <p>The <u>grumpy</u> bear pushed her sister over.</p> <p>a noun <input type="checkbox"/></p> <p>an adjective <input type="checkbox"/></p> <p>a verb <input type="checkbox"/></p> <p>a conjunction <input type="checkbox"/></p>	<p>This week, the children will be continuing to compose their non-fiction book.</p> <p>Why will begin their new chapter about Queen Victoria.</p> <p>The children will begin by researching and using their retrieval skills to find out more about Queen Victoria.</p> <p>The children will then use the information they have found and organise it into 4 different subheadings: Lifestyle, reign, family and home.</p> 	<p>In this lesson, the children will use the information that they have collected from the previous lesson and start to organise it into their own non-fiction book.</p> <p>They will pick an eye-catching heading and subheading. The children will endeavour to use an expanded noun phrase in their subheading.</p>  <p>They will then choose what information they have found to be relevant.</p> <p>Finally, the children will then pick the image they would like to use that is suitable for the information they have written about.</p>	<p>The children will continue to compile the information into their non-fiction book.</p> <p>The children will pick the remaining eye-catching heading and subheading.</p> <p>They will then choose what information they have found to be relevant to these different topics.</p> <p>The children will then proofread what they have written to make sure it makes sense.</p> 
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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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<p>Phonics</p> 	<p>Review</p> <p>Recap the Year 1 ea (long E) grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the drop e rule with the PowerPoint. Read split digraphs. Look at how to add ing and ed. Recall the 3 different ed sounds. To add er, est and y, follow the same rules.</p> <p>2. Watch 'The Suffix Song' video. Can the children remember the rules for adding suffixes at the end of the song? What is the rule for adding the endings ing, ed, er, est and y to words ending in 'e' with a consonant before it?</p>	<p>Review</p> <p>Recap the Year 1 ea (silent a) grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Download the flashcards. Use this to recap adding vowel suffixes to words that end with e – drop e rule.</p> <p>Which suffixes are the vowel suffixes (ing ed er est y)? Write the following root words on the board.</p> <p>cute smile amuse nice note bake like</p> <p>Working in pairs using whiteboards, ask the children to add ing and ed to the list.</p> <p>Now try adding er, est and y. Can these be added to every root word?</p>	<p>Review</p> <p>Recap the Year 1 er grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Use the PowerPoint. Use this to introduce the rule for adding vowel suffixes to words ending in VC. This is the double consonant rule. Explain that this rule is necessary to ensure the short vowel is maintained. Otherwise, hopping would turn into hoping!</p> <p>2. Watch 'The Suffix Song' video. Can the children remember the rules for adding suffixes at the end of the song? What is the rule for adding the endings ing, ed, er, est and y to words ending in 'e' with a consonant before it?</p> <p>3. Download the activity. Read the sentences. Add the ending to the root words, so that the sentences make sense.</p>	<p>Review</p> <p>Recap the Year 1 ir grapheme using the flashcards provided.</p> <p>Teach</p> <p>1. Download the flashcards. Use this to recap the double consonant rule. Write the sentences on the board.</p> <p>I hoped about on one leg.</p> <p>Then I triped!</p> <p>After that, I went swimming.</p> <p>Read together, sounding out the incorrect long vowel – can the class find the errors? How can we add er and est to the words 'fit', 'hot' and 'big'?</p>	<p>Review</p> <p>Recap the spelling rules using the PowerPoints.</p> <p>CEWs</p> <p>Add the Year 2 CEWs flashcards to a display board – add to this each week. Also display the Year 2 and Year 1 CEW Chart.</p> <p>Use the Year 2 CEW PowerPoint (Grouped by Sound) to recap the CEWs taught this week.</p> <p>Teach</p> <p>1. Use the Year 2 CEWs PowerPoint. Use this to read the focus CEWs below.</p> <p>Focus on the words below, pointing out where the monster makes a sound.</p> <p>even people – all have an open syllable e, which</p>
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er

ed

est

ed

ing

ed

y



Double consonant rule

Add the correct ending to words below

ing er est y ed



1. She bat_____ the flies away.
2. He is the best swim_____ in the class.
3. They walk_____ on the way to school and skip_____ all the way home.
4. I hum_____ my favourite song.
5. She didnt think it was fun_____ when she trip_____ up.
6. I wash_____ my hair and pat_____ it dry.
7. I am get_____ better after I had a run_____ nose.
8. I wont get fit_____ by eating the big_____ doughnut!

Year 2 Spelling Rules
One syllable CVC or CVCV root words
+ing/ed/er/est/y



makes the long Green E sound.

people – has a silent **o** and ends in a tricky **le**

whole clothes – both have the o-e grapheme.

whole – has a silent h

2. Choose one of these 2 activities

- Children create their own flashcards using colourful media to display in the classroom.
- Children write colour-coded words in their Monster Phonics exercise book.

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>This week we will be reading books about animals linked to our science topic.</p>	
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to compare number sentences.</u>	<u>LI: We are learning to solve missing number calculations.</u>	<u>LI: We are leaning to add using a number line.</u>	<u>LI: We are leaning to subtract using a number line.</u>	<u>LI: We are learning to solve addition problems.</u>
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary Greater than Less than Equal to Compare Add Subtract Calculation</p> <p>Key questions</p>	<p>Key vocabulary Inverse Add Subtract Sum Calculation Equals</p> <p>Key questions How will the number line or 100 square help you today?</p>	<p>Key vocabulary Add Total Number line Jump</p> <p>Key questions What number should I start on? How many jumps? Should I add tens and ones?</p>	<p>Key vocabulary Subtract Total Number line Jump</p> <p>Key questions What number should I start on? Is the calculation adding or subtract?</p>	<p>Key vocabulary Add Total More Less Equals Altogether</p> <p>Key questions What is the calculation? What is the operation? What method would you</p>

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	<p>Which calculation has the largest answer? Which calculation has the smallest answer? Which symbol will you use to show this? > < =?</p>	<p>How could you solve the missing number?</p>		<p>Do I jump forward or backwards?</p>	<p>use? How many tens? How many ones?</p>
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Activities

Ron uses bar models to compare $3 + 6$ and $7 + 1$

What do you notice? How do you know they are not equal?

$3 + 6 > 7 + 1$

Alex and Annie are comparing the number sentences.

$14 + 7$ $14 + 9$

Alex: I am going to work out the answers.
Annie: I do not need to. I already know the answer.

How does Annie know the answer? Have a think!

Compare the number sentences.

$96 - 19$ $96 - 14$

$75 - 18$ $75 - 23$

Children to use $> < =$ to compare calculations

Use $<$, $>$ or $=$ to compare the images and number sentence.

Less than $<$ Greater than $>$ Equal to $=$

$40 + 5$ 45

$\square - 5 = 15$

$12 + \square = 20$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Children to use the 100 square to solve the missing calculations,

$\square + 5 = 14$

$7 + \square = 17$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Can the children solve the missing number word problems?

I'm thinking of a number I subtract 20 from the number and get 100. What is my number?

I'm thinking of a number I subtract 100 from the number and get 100. What is my number?

$27 - 14 =$



$26 - 7 =$



Children to add numbers using the number line.

$11 + 12 =$

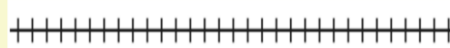


$30 - 9 =$



Children move onto a blank number line.

$24 + 13 =$



$26 - 11 =$



$30 - 8 =$



Children use the number line to subtract numbers.

Children move to a blank number line.

$62 - 14 =$



26-8=

21-9=

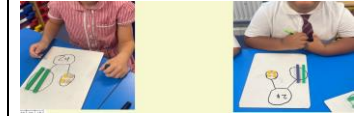
30-12=

28-7=

26-14=

30-6-7=

30-12-2=



What numbers are shown in each part whole model? How can you add these together? Will you add the tens or the ones first?



What numbers are shown here? What is the total?


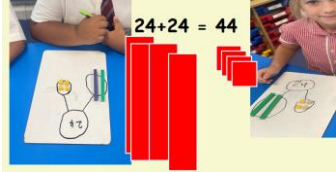
Will you need to use a number line or 100 square?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Children to use numbers cards to choose a 2-digit number. Create the

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					<p>number in a part whole model</p>  <p>and then find a partner and add numbers together. Write the sum</p> 
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LI: We are learning to explore how a composer uses rhythm and articulation and responding to music through movement. Lesson 2 of 2

In this lesson, children will -

Get moving and warmed up with I once saw an elephant. They will listen to two movements from Carnival of the animals – ‘Fossils’ and ‘The swan’. Moving on to identify how the choices of instruments create character.

They will build on their understanding of Identifying how the composer uses rhythm and articulation to create character.

Respond to the character of the piece through movement.

Key words

- **Timbre:** violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano.
- **Pitch:** high, low.
- **Tempo:** fast, slow.
- **Other:** articulation (smooth, detached), character (flowing, jittery, brittle etc.).

‘The elephant’



- Which of these string instruments represents the elephant? Why?
- Did you guess correctly?
- How might an instrument reflect an animal's physicality?

LI: We are learning to retell the Jewish Creation Story in order.

Today the children will be learning the Jewish Creation story. They will learn how God created the Earth over the span of seven days. Then, they will retell the story and put it in order.

Week commencing 9th October 2023
 LI: We are learning to recall the Jewish Creation Story.

1	2	3	
On the first day God created the _____	On the second day God created the _____	On the third day God created the _____	
4	5	6	7
On the fourth day God created the _____	On the fifth day God created the _____	On the sixth day God created the _____	On the seventh day God _____

L6 Fundamentals

LI: We are developing combination jumping and skipping in an individual rope.

Success Criteria

- Stand up tall.
- Turn the rope first and then jump.

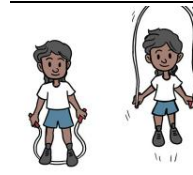
30 Skill Development

Teacher note: discuss why it is important not to give up when trying new skills. In this lesson, they might try some skills which they find difficult and you are looking for pupils to persevere with the tasks and not to give up. What could the pupils say to each other if they are finding things difficult?

Jump rope:

Give each pupil a skipping rope and ask them to place it out straight in a space on the floor. Pupils to:

- 1 Single bounce jump: jump continuously forwards and backwards over their rope using two feet and a single bounce.
Rhythm is jump, jump, jump, jump. Practise small springy jumps on the balls of your feet. Look forwards and not down to help you to balance.
- 2 Double bounce jump: jump and bend on each side of the rope. Keep feet together.
Rhythm is jump, bend, jump, bend, jump and land with two feet.
- 3 Hop: side to side over their rope. Change feet.
Bend your knees for a soft controlled landing.



L6 Invasion Games

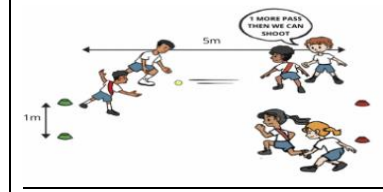
LI: To apply simple tactics for attacking and defending.

Success Criteria

- Apply skills learned in the game situations.
- Communicate with your teammates.

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PSHE - Jigsaw

LI: We are learning to recognise the choices I make and understand the consequences

LI: We are learning to follow the Learning Charter

Within this lesson, children will discuss how class charters connect us all. Children will look at pictures which show the charter not being followed and ones where they are being followed. Children will discuss the following questions -

- Why is it unfair if someone chooses not to follow the Learning Charter?
- Why do you think having a Learning Charter is a good idea?
- Can you tell me some of the helpful choices people can make to help our class be a happy and safe place for learning? Why do you like that?
- Can you tell me some of the consequences that might happen if someone chooses to not follow the Learning Charter?
- What might be the consequences if somebody doesn't make helpful choices?

They will discuss what consequences are and why these matter.

Children will draw pictures of their charter in action in their classrooms and design a new badge for rewarding excellent choices.

ART – Kapow



LI: We are learning to create Autumn art using natural materials.

This week, the children will be collecting leaves to create Autumnal art. We will discuss the shape, colour and texture of the leaves and then we will create animal art using cones, rolls, cardboard and paint.







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Science - Wellington Curriculum	Topic (History and Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing								
<p><u>LI: We are learning to understand that plants have adaptations that protect them from being eaten by animals.</u></p> <p>Within this lesson, children will explore how different plants have adapted to protect themselves from being eaten.</p> <p>They will work in groups to discuss adaptations as well as explain why this is necessary.</p> <table border="1" data-bbox="112 758 795 1093"> <tr> <td>camouflage</td> <td>chemicals</td> </tr> <tr> <td>hairs</td> <td>prickly leaves</td> </tr> <tr> <td>spines</td> <td>thorns</td> </tr> <tr> <td>sheltering animals</td> <td>stings</td> </tr> </table>	camouflage	chemicals	hairs	prickly leaves	spines	thorns	sheltering animals	stings	<p><u>LI: We are learning to recount real life events.</u></p> <p>Today the children will discuss and recount their trip to Hampton Court Palace. We will discuss what we saw, what we learnt and our favourite part of the day. Then, children will use photos from the trip to write a recount of the beginning, middle and end of their day using adjectives and connectives.</p>  	<p><u>LI: We are learning to recognise that choices are made when using information technology.</u></p> <p>Learners will think about the choices that are made when using information technology, and the responsibility associated with those choices. They will use IT in different types of activities and explain that sometimes they will need to use IT in different ways.</p> <div data-bbox="1563 730 2132 992" style="background-color: #e6f2ff; padding: 10px; border: 1px solid #add8e6;"> <p>Think, pair, share</p> <p>How does IT help us?</p> <p>What do you like or dislike about using IT?</p> </div>
camouflage	chemicals									
hairs	prickly leaves									
spines	thorns									
sheltering animals	stings									

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 <p>firethorn</p>  <p>woolly xanthosia</p>  <p>Agave</p>  <p>Mexican poppy</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**.

Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.

Maths



Doodle Maths – Log on to your account at least three times this week.

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

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumpers and cardigans must be burgundy with the school logo. Girls wear simple stud earrings, no

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

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



Remember to write your spelling sentences in your purple reading task book.



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?

necklaces or big bows to be worn.

Please remember to write your child's name on all school clothes and resources so if they get lost we can return them.

Please remember to bring book bags in every day!

Thank you.