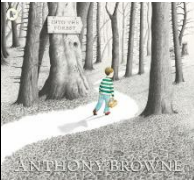


Weekly Overview of Learning

Year Group: 2 Week beginning: 5.2.24

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English	Monday	Tuesday	Wednesday	Thursday	Friday
Reading and Writing	<u>LI: We are learning to present simple arguments and take part in a protest.</u>	<u>LI - We are learning to present simple arguments and take part in a protest</u>	<u>LI - we are learning to make predictions</u>	<u>LI: We are learning to collect and create adjectives.</u>  <p>Story – Into the Forest.</p>	<u>LI - LI: we are learning to apply adjectives to a description.</u>
Speaking and Listening Focus	We are using topic words such as; pollution, littering, planet, environment. Participate in class discussion and use an audible voice.	We are using topic words such as; pollution, littering, planet, environment.	Speak in full sentences.	Use a range of complex sentences.	Use a range of complex sentences. Adapt language effectively.
Key vocabulary and Key Blooms higher order thinking questions	Key vocabulary Pollute Activist Stand Question Protest Environment Argument Because Justify Placard difference Key questions How can we make a stand?	Key vocabulary Pollute Activist Stand Question Protest Environment Argument Because Justify Placard Crowd March difference	Key Vocabulary: predict forest guess explain justify evidence path character Key Questions: Who do you think this character is? Why could this character be	Key Vocabulary: Characters Setting Senses Saw Small Taste Hear Feel Predict Forest Key Questions: Can you predict what the	Key Vocabulary: Spotted Saw Noticed Wished Wondered Tiptoed I Forest Gnarled Twisted Zigzag path Key Questions:

Weekly Overview of Learning

Year Group: 2 Week beginning: 5.2.24





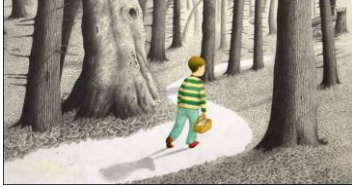
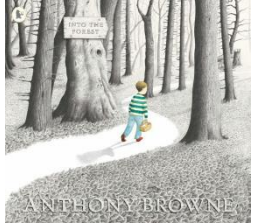

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	<p>How will our actions make a difference? What impact will we have? What ways can we show our passion?</p>	<p>Key questions How did we make a stand? How did you feel after the protest? What impact do you think it had? How do you think it could have been improved? Can you explain why it was important?</p>	<p>here? What do you think they are doing here? Can you explain your reasons for this?</p>	<p>story will be out? Have you seen these characters before? How can you describe the setting? What adjectives from the example can you use? What can the boy see, hear, taste, smell, feel?</p>	<p>What did the boy see? Hear? Do? How did the boy feel? Can you up level your adjectives? Can you improve – saw? Walked? What was the boy thinking? What different sentence starters can you use?</p>
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Weekly Overview of Learning

Year Group: 2 Week beginning: 5.2.24

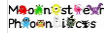
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<p>Activities</p>	<p>Children will generate arguments and reasons to look after the planet in a whole class discussion.</p>  <p>Children will then create a placard and take part in a mini-protest in the playground (based on the text).</p> 	<p>Children will write a paragraph to present their arguments and explain their actions and what they did in the protest yesterday (writing about a real event).</p> 	<p>Children to look at the front cover and make predictions based on the illustrations.</p> <div data-bbox="1050 405 1400 552" style="background-color: #800080; color: white; padding: 5px;"> <p style="text-align: center; margin: 0;">Making Predictions</p> <p style="font-size: small; margin: 0;">A good reader makes predictions before they read and as they read. A prediction is an educated guess about what may happen in a story based on the title, illustrations or pictures and the reader's prior knowledge.</p> <p style="background-color: yellow; padding: 2px; margin: 0;">What do you think will happen next in these pictures? Why do you think that?</p> </div> <p>Children then will look and read short segments of the story and make predictions based on the clues in the text and from the illustrations.</p> <div data-bbox="1050 730 1400 916" style="background-color: #800080; color: white; padding: 5px;"> <p style="font-size: x-small; margin: 0;">Who do you think this boy is? Where do you think he has come from? Why do you think he is here?</p>  <p style="background-color: yellow; padding: 2px; margin: 0;">I predict that... I think that... Because...</p> </div>	<p>What do you think this story will be about? As a class make predictions. Today the children will be collecting adjectives for the forest setting in the story.</p>   <p>Children will be looking at videos and images of the forest and thinking about the five senses. Children will be collecting and sorting their adjectives to describe.</p>	<p>Recap – what happened In the story? Use the five finger retell.</p>  <p>Remind children of the adjectives that they collected yesterday.</p> <p>Children are going to be writing in role as the boy describing the forest.</p> <p>Children will be using:</p> <ul style="list-style-type: none"> ● First person – I ● 5 Senses – I spotted, I noticed, I felt, I heard in the distance... ● Sentence starters – First, after a while, As I walked, I wondered...I wished...
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Weekly Overview of Learning

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Additional Literacy Learning	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Phonics</p>  <p>Term 2 – week 5</p> <p>This week reviews the soft c grapheme and adding suffixes to g words.</p>	<p>Review</p> <p>Download the grapheme flashcards. As a class, speed read the colour-coded graphemes. Repeat with the plain-text flashcards.</p> <p>Teach</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>work warm treasure station world award usual mention</p> <p>3. Watch the video 'The Sad Prince and Princess'. Ask the children to make the Tricky Witch (wave a pretend wand) action every time they hear a</p>	<p>Review</p> <p>1. 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>2. 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>1. Download the activity worksheet. Children complete the c anagrams.</p> <p>2. Review the CEWs: would door floor could poor should</p> <p>Teach</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 dictations with their partner.</p>	<p>Review</p> <p>1. Download the activity worksheet. Use this as a template to write the story of the sad Prince and Princess. Include as many c words as possible, adding suffixes found with the grammar machines.</p> <p>Teach</p> <p>2. Explore ideas and generate language that could be used in the story.</p> <p>What did each of the following characters decide to do to make the Prince and Princess smile?</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 from the next 200 HFVs below. Point out where the monster makes a sound.</p> <p>our found round around mouse shouted – the ou grapheme is making the Brown Owl sound. There is also a silent e in the word 'mouse'.</p> <p>good took book looks looking– Tricky Witch changes the oo sound to a short u sound.</p>

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

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

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!

race ice cell city
place decide cycle

Write the words in the spaces provided

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

Day 2 Worksheet - Grammar Machines

+ing Machine
Add the suffix ing to the end of each verb.

price →
decide →
race →
cycle →

More Than One Machine
Write the plural of each noun. (Be careful - this one is tricky!)

face →
city →
cycle →
mouse →

Time Machine
Write each verb in the past tense.

race →
fancy →
circle →
slide →

Day 3 Worksheet

Wordsearch
Find and circle the words then colour in the sound.

Colourful common Exception Words
How many silent letters does each word have? One or two? Write the words in the correct column.

would door
floor could
poor should

Monster Partners
Take turns to read and write two sentences.

Cover and Write!

King – notice, race to make them smile

U-Hoo – a dance, performance

Miss Oh No – a fancy necklace

Angry Red A decide – ice-cream, juice, ice, sauce, twice as nice

Nouns – space, face, place, palace, city

Adjectives – exciting, nice excellent, fancy

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


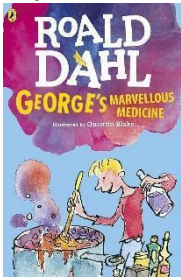
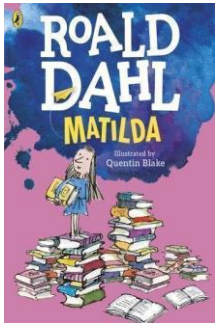
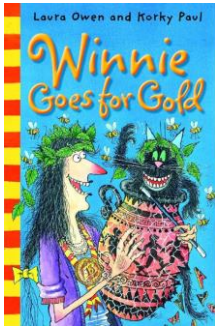
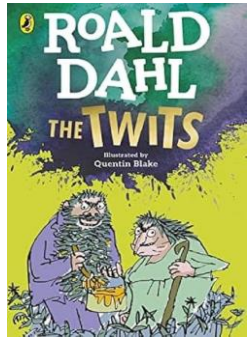
Teach

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

Weekly Overview of Learning

Year Group: 2 **Week beginning: 5.2.24**

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Aspen Class –</p> 	<p>Chestnut Class</p> 	<p>Pine Class - Winnie for for Gold</p> 		<p>Sycamore</p> 

<p>Maths</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
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Weekly Overview of Learning

Year Group: 2 Week beginning: 5.2.24

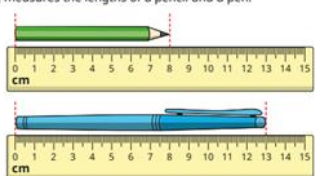


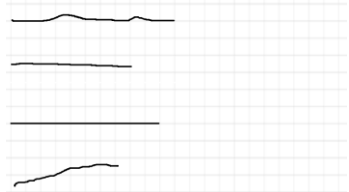
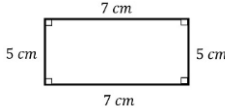
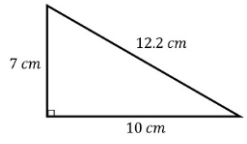
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	<u>LI: We are learning to compare lengths and heights.</u>	<u>LI: We are learning to order lengths and heights.</u>	<u>LI: We are learning to apply the four operations in relation to length and height.</u>	<u>LI: We are learning to practise drawing straight lines using a ruler.</u>	<u>LI: We are learning to draw shapes using our knowledge of centimetres.</u>
Key vocabulary and key questions	<p>Key Vocabulary objects longer/shorter length/height cm/m</p> <p>Key questions Which object is longer? How do you know? Which object is taller? How do you know? Which object is shorter? How do you know? Which is longer, 1 cm or 1 m? What does "</>=" mean? What is the difference between "longer" and "taller"?</p>	<p>Key Vocabulary order objects longer/shorter length/height cm/m</p> <p>Key questions Which object is longest? How do you know? Which object is the tallest? How do you know? Which object is shortest? How do you know? Which is longer, 1 cm or 1 m? What is the difference between "longest" and "tallest"?</p>	<p>Key Vocabulary height length longer/taller/shorter cm/m add/subtract multiply/divide Key Questions What do you need to do first? How do you know? Is the length/height longer/shorter? How do you know? Is taller or shorter than ? How do you know?</p>	<p>Key Vocabulary length ruler cm lines straight in line with Key Questions What is a ruler used for? How do you use a ruler? How can we draw a straight line? Is this a straight/bent line?</p>	<p>Key Vocabulary length ruler cm lines straight in line with shape Key Questions How do you use a ruler? How can we draw a straight line? Is this a straight/bent line? What shape is this? Can you draw a _____, __cm long?</p>

Weekly Overview of Learning

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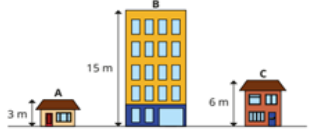

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			<p>Do you need to add or subtract? Do you need to multiply or divide? Are you working with centimetres or metres?</p>		
<p>Activities</p>	<p>Children will compare heights and lengths of pairs of objects using the same measurement. They will use terminology such as “longer than”, “shorter than” and “taller than”. They will also revisit the inequality symbols covered earlier in the year.</p> <p>Kay measures the lengths of a pencil and a pen.</p>  <ul style="list-style-type: none"> How long is the pencil? How long is the pen? Write longer or shorter to complete the sentences. The pen is _____ than the pencil. The pencil is _____ than the pen. <p>Write <, > or = to complete the statements.</p> <p>7 metres ○ 17 metres 18 cm ○ 18 m 32 cm ○ 32 centimetres</p>	<p>Today children will begin to order lengths and heights. The language introduced in this step is “shortest”, “longest” and “tallest”, but they also continue to use “shorter”, “longer” and “taller” when describing the order of the objects. They order lengths from longest to shortest, heights from tallest to shortest and vice versa.</p>	<p>In today's lesson, children will solve both one-step and two-step problems relating to lengths and heights. They will use concrete and pictorial representations to support them in understanding the questions, and in calculating efficiently.</p> <ul style="list-style-type: none"> A house is 6 m tall. The garage is half as tall as the house. How tall is the garage?  <p>There are three teddies called Flo, Tim and Bo.</p>  <ul style="list-style-type: none"> Flo is 15 cm taller than Tim. Tim is 3 cm shorter than Bo. Bo is 42 cm tall. <p>How tall is Flo? How tall is Tim? How much taller is Flo than Bo? How did you work out the answers?</p>	<p>Today's lesson children will practise drawing straight lines with a ruler. They will have a look at different lines and point out the mistakes. After drawing their lines, they will label each line using cms.</p> <p>What is wrong/right with these lines?</p> 	<p>Expanding on yesterday's lesson, children will now use their ruler to draw different shapes on their whiteboard. They will label the shapes lines in cms and work in groups.</p>  

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		<p>The height of three buildings is shown.</p>  <p>3 m 15 m 6 m</p> <p>A B C</p> <ul style="list-style-type: none">Which building is the tallest?Which building is the shortest?Put the buildings in order, from tallest to shortest. <p>A plane is 55 m long. A boat is 95 m long. A scooter is 55 cm long. Tiny wants to put the lengths in order.</p> <p>I cannot order the lengths, because the units are different.</p>  <p>Do you agree with Tiny? Why?</p>			
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Music – Sing Up

RE – Widening Horizons

PE – Get Set 4 PE

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Grandma's Rap- Lesson 5

LI: We are learning how to use rhythm to create a create 4-beat rhythms featuring 'walk' and 'jogging' durations.

The lesson will begin by briefly recapping and reinforcing the duration language of crotchet and quavers.

Remind children that the 'squiggly' line is the same length as a 'walk' note, but because it is a rest (silence), we'll say 'shh'.

Model how the rhythms sound using the action words and ask pupils to join in:

Walk, walk,
walk, walk.

Rhythm grid (crotchet beats)

1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8

Walk, jogging,
walk jogging.

1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8

Walk, walk, shh,
walk.

1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8

1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8

The children will then use a rhythm grid, putting one beat in each box and then walking to this rhythm.

LI: We are learning to understand that Christianity follows the teachings of Jesus Christ

In this week's lesson we will explore what the 10 commandments are and why these are important to Christians.

1 No other gods besides God.	2 No idols, worship only God.
3 Always treat God's name with respect.	4 Have a day to rest and thank God every week.
5 Obey your parents.	6 Do not hurt others with words or actions.
7 Keep your promises to others and God.	8 Do not steal from others.
9 Always tell the truth.	10 Do not be jealous or envious of others.

Dance - Lesson 5

LI: We are learning to explore pathways and levels

Whole Child Objectives

Social: To collaborate when rehearsing a class performance.

Emotional: To have confidence to share my ideas.

Thinking: To reflect on my dance so far to make improvements.

Rehearsal:

Tell pupils they are going to practice their circus dance so far. Q: Can you remember the characters included in your dance? Can you remember the order of your dance?

Give pupils one base station each and ask them to stand in a space. Show pupils the 'Circus Ideas' video resource. Then display the 'Circus Dance' visual and go through the dance so far. With and without the track 'Circus' with and without counting.

Tightrope walker:

Teacher note: the tightrope walker will not be added into their performance this lesson they are exploring actions to use in their final lesson.

Tell pupils:

- In dance, performers can use different pathways to show an idea or create an interesting performance.
- In the clown section of the dance, pupils used a straight pathway that moved in a sideways direction.
- Can they describe different pathways e.g. curved, zigzag, triangular etc?

Pupils choose their own pathway to represent the idea of a tightrope walker - travel for 8 counts using one pathway - travel 8 counts using a different pathway.

Q: How might a tightrope walker move? Would they move quickly or slowly?

Consider your facial expression e.g. are you a serious tightrope walker, or not so good? Can you show this on your face? Use other actions to show this e.g. a wobble, arms out wide to balance, stepping one foot in front of the other, pointed toes.

Make this easier by asking the pupils to select another base station that they take 8 counts to get to and then repeat. Make this harder by asking the pupils to change the direction that they travel in e.g. backwards, sideways.

Yoga - Lesson 5

LI: We are learning to create a flow, perform and teach it to a partner.

Whole Child Objectives

Social: To teach a partner using clear instructions.

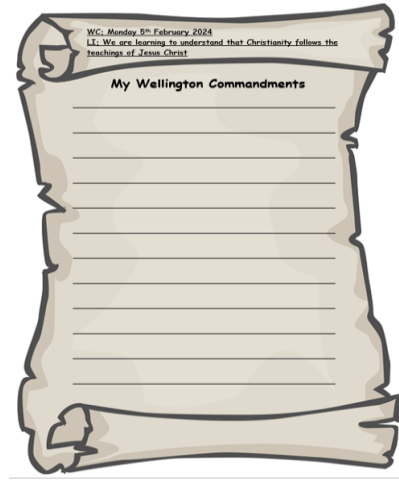
Emotional: To sit calmly and focus on one thing.

Thinking: To think of my own ideas to create a desert flow.

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Desert poses:

A Teach pupils the different poses using the video resource to help you. Ask them to identify where they can feel the stretch when doing each pose. Where are they improving their flexibility?

- **Bird**
Place both feet together, bending knees. Both arms lift back behind the head.
- **Cobra**
As you push up, feel the stretch across your chest and stomach. Try to push up a little higher every few breaths.
- **Desert fox**
Keep your hips square to the floor. Opposite arm to leg lifted. One hand inside the rocket ship. Repeat on both sides.
- **Camel**
Start on knees, place hands at the base of your back, elbows track towards one another, push hips forward as you look back.
- **Stick insect**
Make sure both feet face forwards. Feel the stretch in your glutes (bottom) and quads (thighs).
Make this harder by sinking the hips a little lower. Make this easier by putting the back knee down on the floor.
- **Sand dune**
Feet hip width apart, lift hips high into the air, making the body go in a straight line.

B Use the video to connect the desert poses in a sequence and perform them as a flow.

Move slowly and with control from one pose to the next.

Art – Kapow

PSHE - Jigsaw

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Clay- Lesson 5

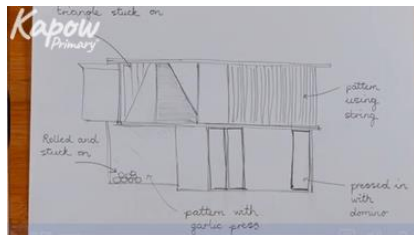
LI: We are learning to use drawing to plan the features of a 3D model.

In this lesson, we will continue looking at the work of Rachel Whiteread.

How could these features be made in clay?



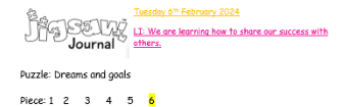
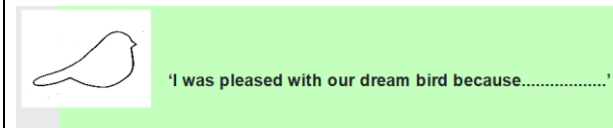
The children will think about what techniques they want to use to create their house design in her style. This might be adding clay, scoring etc. They will then use pencils to sketch their ideas and make a model to use on their house tile in the next lesson.



PSHE- Dreams and Goals Piece 6

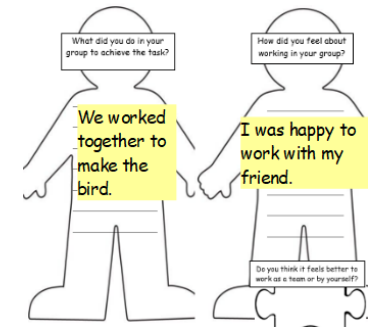
LI: We are learning how to share our success with others.

In this lesson, we are learning how to share our success with others.



We will begin by discussing the dream birds we made in the previous lesson. How this made us feel? How did we like working together? How successful was I in working in a team?

We will then reflect on this experience together.



Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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Human survival- Lesson 1

LI: We are learning to describe the human lifecycle.

This week, we are starting our new Topic 'Animal survival'.

We will begin by showing what we already know about human survival by completing a defining frame. We will define what we think animal survival is and questions we want to find out about it.

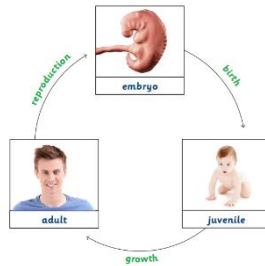
Week commencing: Monday 5th February 2024
LI: We are learning to identify what we already know about human survival.

What do you know about human survival?

Human Survival

What questions would you like to ask about human survival?

We will then look at the human lifecycle. We will label the different parts of the lifecycle and describe what we know.



LI: We are learning to apply the features of a newspaper report.

In this lesson, children will apply the features of a newspaper report and use their plan to write their own report about Neil Armstrong's exploration of the moon in 1969.

WC: Monday 5th February 2024
LI: We are learning to apply the features of a newspaper report.

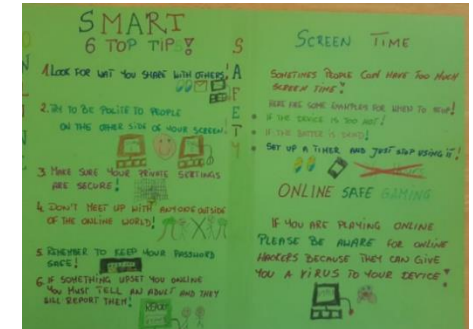
Internet safety week

LI: We are learning how to be safe on the internet.

This week is internet safety week.

We will be discussing what the internet is and how to use it safely.

After we have learned how to be safe on the internet, we will share what we have learned by making an internet safety poster to put in our classrooms and around the school.



Weekly Overview of Learning

Year Group: 2 **Week beginning: 5.2.24**

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

Newspaper report checklist

- I can write a headline.
- I can include the 5 Ws (who, what, where, when and why).
- I can write a sequence of sentences.
- I can write in chronological order.
- I can use the past tense.
- I can write a caption for a photograph.
- I can use a capital letter at the start of sentences and proper nouns.
- I can use a full stop at the end of sentences.

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

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

Multilingual Bool Club- check classroom door for when it is taking place in the library. Please come to

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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**.



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?

the school office.

February half term-12th to 16th February