


# Weekly Overview of Learning

**Year Group: 2 Week beginning: 4.3.24**



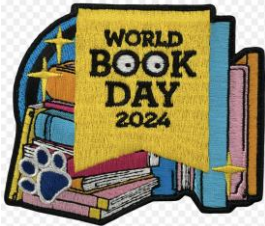
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English	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b>	<u>LI: we are learning to understand the views of significant activists.</u>	<u>LI: we are learning to make judgements about significance and describe the impact of a significant historical individual.</u>	<u>LI: we are learning to write a persuasive poster</u>	<u>LI: we are learning to explore modern day activists.</u>	<u>LI: we are learning to explore and take part in world book day events</u>
<b>Speaking and Listening Focus</b>	<p>Children will use Think Pair Share to gather thoughts and share their ideas.</p> 	Children will be encouraged to listen to each other's contributions so that they are not repeating information.	Children will listen and respond appropriately to the contributions of adults and peers, including their different viewpoints.	Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.	Children will be encouraged to listen to the author talk and ask appropriate questions.
<b>Key vocabulary and Key Bloom's higher order thinking</b>	<p><u>Key Vocabulary:</u> Fact Opinions Activist Significant suffragettes</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u> Activist Significant Boycott Unfair campaign</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u> Activist Significant Boycott Unfair campaign persuasive poster</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u> Activist Modern day</p> <p><u>Key Questions:</u> Who are the modern day activists?</p>	<p><u>Key Vocabulary:</u> World Book Day Books Literature Reading Auhors</p> <p><u>Key Questions:</u></p>

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<p><b>questions</b></p>	<p>Who was Emmeline Pankhurst and why is her work significant? What did she believe in? What is a fact/opinion? What is a view?</p>	<p>Why is Rosa Parks' movement so important? What change did she campaign for? How much have things changed since Rosa Parks' actions?</p>	<p>What is a persuasive poster? What are the features of a persuasive poster? Which styles of sentences would you find in a persuasive poster?</p>	<p>What do they believe in? Are they different from earlier activists? What can we learn from activists and their work?</p>	<p>What is WBD about? Why is enjoying reading important? Which book are you reading?</p>
<p><b>Activities</b></p>	<p>In this lesson, children will be shown and discuss the Fact and opinion definition word cards. The children will be invited to share examples of facts and opinions from their own lives and discuss the differences between the two.</p> <p>The Emmeline Pankhurst presentation will be used to inform the children about Emmeline Pankhurst and her cause. We will talk about the facts included in the presentation and how the photographs of Pankhurst and other suffragettes provide evidence to support</p>	<p>In this lesson, children will be introduced to Rosa Parks.</p> <p>Children will recall previous facts and then deepen their knowledge of her work and its importance today.</p> <p>They will ask questions, to find the answer through a 'Mantle of the Expert' drama session. they will then use the PPT to answer any further questions they have.</p> <p>They will complete an activity around her work.</p>	<p>Within this lesson, children will look at the range of sentences a persuasive poster would include by examining an example.</p> <p>They will then go on to creating their own poster to create a demonstration of their own.</p> 	<p>In this lesson, children will discuss the information presented and begin to share their thoughts about the impact modern day activists are having or might have on the world.</p> <p><b>Significant people today</b></p> <p>Draw lines to match each significant person to their current and possible impact then complete the sentence.</p>  <p>I think _____ will be the most significant person in the future because _____</p>	<p>In this lesson, children will be learning about World Book Day and exploring books with their friends.</p> <p>The children will be joined by Karen Inglis who will introduce the children to The Secret Lake &amp; Eek! The Runaway Alien. They will take part in a presentation and question and answer sessions.</p> 

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	<p>these facts.</p> <p>By the end of the lesson, they will know that - A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.</p>  <p>Emmeline was born on the 15th July 1858 in Manchester.</p> <p><b>Read each sentence and decide if it is a fact or opinion. Stick the facts and opinions into the correct column then complete the sentences.</b></p> <table border="1"> <tr> <td>The law was changed in 1928 so that every woman over the age of 21 could vote in the United Kingdom.</td> <td>Women look after children so they don't have time to vote.</td> </tr> <tr> <td>Women and men should be treated the same because it is fair.</td> <td>Men have always ruled the country so this should carry on.</td> </tr> <tr> <td>Suffragettes went to prison because they protested about votes for women.</td> <td>A lot of people listened when Emmeline Pankhurst gave a speech.</td> </tr> <tr> <td>Suffragettes carried signs through the streets asking for votes for women.</td> <td>Political power should be in the hands of men.</td> </tr> </table>	The law was changed in 1928 so that every woman over the age of 21 could vote in the United Kingdom.	Women look after children so they don't have time to vote.	Women and men should be treated the same because it is fair.	Men have always ruled the country so this should carry on.	Suffragettes went to prison because they protested about votes for women.	A lot of people listened when Emmeline Pankhurst gave a speech.	Suffragettes carried signs through the streets asking for votes for women.	Political power should be in the hands of men.	<p><b>Rosa Parks</b></p> <p>Why did Rosa Parks think that black people were treated unfairly?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>  <p>What did Rosa Parks do that led to the Montgomery bus boycott?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>How did Rosa Parks campaign to change the law?</p>			
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<b>Additional Literacy Learning</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Phonics</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>	<b>Review</b>

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<p>                   Term 2 – week 8                   This week reviews the wr grapheme and adding suffixes to wr words.             </p>	<p>                 Download the grapheme flashcards. As a class, speed read the colour-coded graphemes. Repeat with the plain-text flashcards.             </p> <p><b>Teach</b></p> <p>Download the activity worksheet. Test knowledge of Year 2 graphemes by reading aloud words. Children write these in the boxes:</p> <p><b>gnome July always wonder gnat sky altogether worry</b></p> <p>Watch the video 'Get Well Soon'. Ask the children to make the Silent Ghost action (put your finger in front of your lips, silent letters make no sound) every time they hear a wr word. Can the class recall all of the wr words in the song?</p> <p>Use the Read-Write-Colour section of the activity worksheet to recap the wr</p>	<p>Use the PowerPoint. Use this to review the wr grapheme and suffixes. Demonstrate examples of how to add suffixes sing and ed on the whiteboard. Children add suffixes in pairs on small whiteboards.</p> <p><b>Teach</b></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 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><b>Teach</b></p> 	<p><b>Teach</b></p> <p>Download the activity worksheet. Use this as a template to write a list of instructions for how the ghosts can create a surprise birthday party for Tricky Witch! Include words from the grammar machines.</p> <p>2. Explore ideas and generate language that could be used in the story.</p> <p>Use the 'Get Well Soon' video to think of ideas for how the ghosts can create a surprise birthday party for Tricky Witch! Write a list of instructions for the ghosts. Start by thinking about the card, the theme, the present and where to hide before surprising Tricky Witch.</p> <p>Useful vocabulary</p>	<p>1. Download the PowerPoints. Speed read sections of the First 100 and Next 200 HFW flashcards.</p> <p>Focus on the words from the next 200 HFWs below. Point out where the monster makes a sound.</p> <p><b>over, most, going, cold, told – the o grapheme is making the Miss Oh No Sound.</b></p> <p><b>love, something, dragon – Tricky Witch changes the sound of o to a short u sound</b></p> <p><b>Teach</b></p> <p>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.</p>
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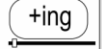


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words. Ask the class to add colour-coding and write the words in the spaces. Add the rule.

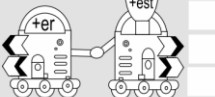





**Day 2 Worksheet - Grammar Machines** wr

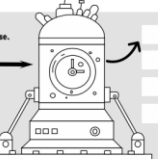



**+ing Machine**  
Add the suffix **ing** to the end of each verb.

wrap	→		_____
wriggle	→		_____
write	→		_____
wring	→		_____

**Booster Machine**  
Write the comparative and superlative adjectives.

	→		_____
wrong	→		_____
wrinkle	→		_____
wriggle	→		_____

**Time Machine**  
Write each verb in the past tense.

wreck	→		_____
wrinkle	→		_____
write	→		_____
wring	→		_____

© Monster Phonics monsterphonics.com

– write, wrote, written

the present

wrap, wrapped, wrist,  
watch, wriggly worms,  
wrinkle cream, the wrong  
one!

the theme and where to  
hide

– wriggle, the old wreck,  
the wrong place!

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

**Day 4 Worksheet - Writing Task** wr

**The Surprise Birthday Party**

Watch the 'Get Well Soon' video

Use this to think of ideas for how the ghosts can create a surprise birthday party for Ticky Wink!

Start by thinking about the card and the present, then the theme and where to hide.

Include as many **r** words as you can.

Remember to use the words from the grammar machines tool!

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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Aspen Class – Billionaire Boy</b> Author - David Walliams</p> 	<p><b>Chestnut Class Matilda</b> Author - Roald Dahl</p> 	<p><b>Pine Class Nick Mack's Good Luck</b> Author - Mara Bergman</p> 	<p><b>Sycamore The Twits</b> Author - Roald Dahl</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to compare volume and capacity.</u></p>	<p><u>LI: We are learning to measure in millimetres.</u></p>	<p><u>LI: We are learning to measure in litres.</u></p>	<p><u>LI: We are learning to answer capacity related questions using the four operations.</u></p>	<p><u>WORLD BOOK DAY</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b>Key Vocabulary</b> volume capacity greater</p>	<p><b>Key Vocabulary</b> millimetres volume capacity</p>	<p><b>Key Vocabulary</b> litres millimetres volume</p>	<p><b>Key Vocabulary</b> litres millimetres volume</p>	



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	<p>smaller difference container <b>Key Questions</b> What is volume/capacity? What is the difference between volume and capacity? Which container has the greater/smaller capacity? How do you know? Which container is holding the greater/smaller volume? Which symbol should you use, &lt;, &gt; or =? How do you know?</p>	<p>greater smaller difference container <b>Key Questions</b> What is volume/capacity? What is the difference between volume and capacity? Which container has the greater/smaller capacity? How do you know? Which container is holding the greater/smaller volume? Which symbol should you use, &lt;, &gt; or =? How do you know?</p>	<p>capacity greater smaller difference container <b>Key Questions</b> How can you measure the volume of this container? How are litres and millilitres different? How much water do you estimate is in this container? What strategy did you use to read the scale? Is there a more efficient way? Where do you need to draw a line on the scale? How do you know? Would you measure the capacity of this container in litres or millilitres?</p>	<p>capacity greater smaller difference container addition/subtraction multiplication/division <b>Key questions</b> Which operation should you use for this question? How could you write this as a number sentence? How could you represent this using a bar model? Is there more than one way to work this out? What mistake do you think some people may make? What did the question ask you to find? How do you know you have found it? What do you need to do first? How do you know?</p>	
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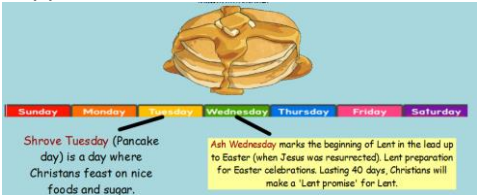

<p><b>Activities</b></p>	<p>Today children will recap their knowledge of volume and capacity. It is important that children know the difference between capacity and volume; discussion of the other uses of the word "capacity" in everyday life, such as a sports stadium, may support this.</p>	<p>In this lesson children will identify how to measure volume in millilitres. This should be introduced practically to give children the understanding of how much space, for example, 100 ml takes up.</p> <p>How much water is there in each beaker?</p> <p>Each container is emptied into a beaker.</p>	<p>Children will be focusing on litres today. It is important that children experience seeing and practically measuring litres. They could then compare a number of litres to the same number of millilitres (for example, 10 l and 10 ml).</p> <p>The liquid from each bottle is emptied into a container.</p> <p>Draw on the containers to show how much liquid they contain.</p> <p>How much liquid is there in each barrel?</p> <p>Draw lines on the barrels to match the labels.</p>	<p>In this final small step on volume and capacity, children use the skills they have learnt so far to answer questions involving the four operations.</p>	
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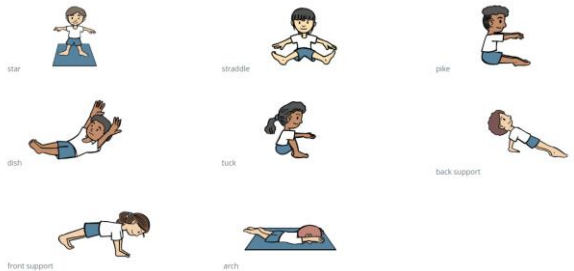
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Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p><b><u>LI: We are learning to use movement to show the shape of pitch.</u></b></p> <p>In this lesson, we will continue looking at the piece of music 'Orwa'. The children will work together to create and perform a new chant inspired by a river journey.</p> <div data-bbox="120 708 696 1007" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Listen, move, alternate</b></p>  <ul style="list-style-type: none"> <li>Listen to <u>Orwa</u> again.</li> <li>Think back to the river artwork and the chant 'blue flowing river water'. Can you remember the rhythm?</li> <li>Look at the river picture again and this time make up new spoken chants using the ideas on the sticky notes. For example:</li> </ul> <p style="text-align: center;">Peo-ple dan-cing on the banks</p> </div> <p>The class will then split in two. Each team must invent one new chant using ideas from the post-its on the class river picture/graphic score. They will need to practice chanting together as a team.</p> <p>Hear each chant and then practise alternating between the two teams, back and forth.</p>	<p><b><u>LI – We are learning to explain what Shrove Tuesday is and why Christians celebrate it.</u></b></p> <p>Children will be identifying what Christian celebration happened in half term.</p> <div data-bbox="730 620 1205 815" style="border: 1px solid black; padding: 5px;">  </div> <p>Children will discuss the reasons that Christians make a promise for lent.</p> <p>Children will look at images of the ways that Christians celebrate shrove Tuesday and consider what special promises they could make in the classroom.</p> <div data-bbox="730 1031 1218 1278" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Shrove Tuesday</b></p> <p>Subheading: What is pancake day? Why do Christians give up something for Lent?</p> <p>What could your Lent promise be? Drawing of Pancake: How long does Lent last for?</p> </div>	<p><b><u>Fitness - Lesson 3</u></b></p> <p><b><u>LI - to develop coordination in individual skipping.</u></b></p> <p><b><u>Whole Child Objectives</u></b></p> <p>Social: to encourage and support others to keep trying when they find things difficult.          Emotional: to persevere with the skipping challenges.          Thinking: to identify challenges that I find difficult.</p> <p>Children will practise different skills with the skipping rope:</p> <ul style="list-style-type: none"> <li>- holding the rope</li> <li>- turning the rope</li> <li>- turning the rope - no jumping</li> <li>- turn and jump</li> </ul> <div data-bbox="1532 932 1675 1070" style="text-align: center;">  </div> <p><b><u>Gymnastics - Lesson 3</u></b></p> <p><b><u>LI: We are learning how to use shapes to create balances</u></b></p> <p><b><u>Whole Child Objectives</u></b></p> <p>Social: to work safely with others.          Emotional: To work independently to create my own balances.          Thinking: to use imagination to create and explore balances.</p>

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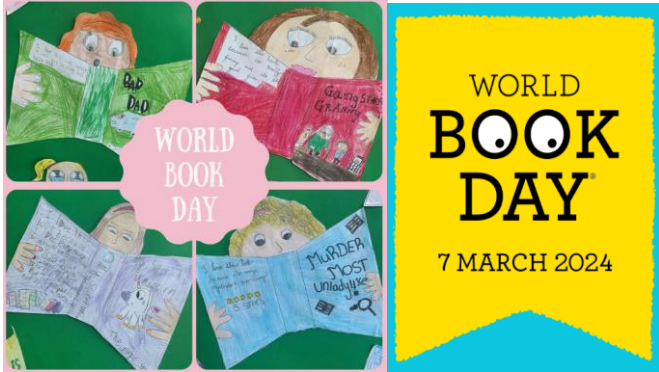
		<p>Children will create shapes with their bodies and link the balances together to make a sequence.</p>  <p>star      straddle      pile</p> <p>dish      back      back support</p> <p>front support      arch</p>
<p><b>Art – Kapow</b></p>	<p><b>PSHE - Jigsaw</b></p>	

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**LI: We are learning to create a front cover for a text.**  
**(World Book Day celebrations)**



Children will look at the features of a front cover of a book. They will look at the spine, illustrations and blurb in depth.

Children will then select their favourite text from the book corner and re-create that front cover. Children will draw the images using simple lines.

Children then need to create a self-portrait using symmetry, this will then be glued to the front cover to look like the children are reading the text.

**PSHE- NSPCC Speak out Stay safe**

In PSHE this week, we will be taking part in a 'Speak out, Stay safe' assembly.

We are participating in the NSPCC's Speak out. Stay safe. Programme this term. Speak out. Stay safe. is a programme for children aged 5-11. Children are taught to speak out if they are worried, either to a safe adult or Child line.

This child friendly programme is aligned with the curriculum and consists of age appropriate virtual assemblies and supporting classroom based activities which we have reviewed, alongside NSPCC volunteer led face to face workshops for children aged 6-7 and 9-11.

**NSPCC**  
**'Learning'**



Science - Wellington Curriculum

Topic (History) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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**LI: We are learning to understand the importance of exercise.**

In the previous lesson, we discussed the different types of exercise. We concluded that one of the effects of exercise was sweating! This led us to think about how often we should wash and where it is important for us to wash.

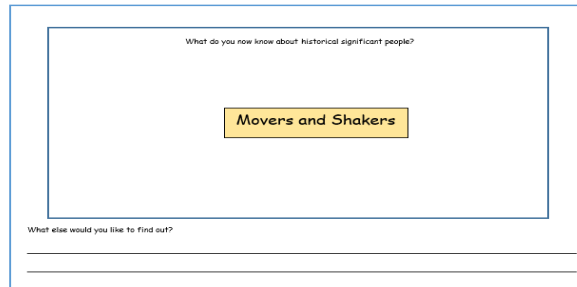
Good bodily hygiene means:



We will then draw around ourselves and label where we should clean, how often and how!

We will then make conclusions about why it is important to practice good hygiene.

**LI: We are learning to recall what we already know about significant historical people.**



Children will look back at their topic books and recall all the things we have learned this term. Once the children have done this, they will record all the things they have found out on a defining frame. Children will then generate further questions to ask about any of the 'Movers and Shakers' they have learned about this term.

Children will then take part in a quiz. Children will use their prior knowledge to answer the questions.

Put ticks in the table to show whether these statements about Christopher Columbus are true or false.

Statement	True	False
Christopher Columbus wanted to sail to the Indies.	<input type="checkbox"/>	<input type="checkbox"/>
Christopher Columbus successfully sailed to the Indies.	<input type="checkbox"/>	<input type="checkbox"/>

Use the useful words to fill in the missing words in each sentence.

Christopher Columbus made four voyages to the \_\_\_\_\_ .  
 He was made the \_\_\_\_\_ of the new lands he visited.  
 He brought people back from the lands as \_\_\_\_\_ .  
 This made him very unpopular.

**LI: We are learning to recognise that we can count and compare objects using tally charts.**

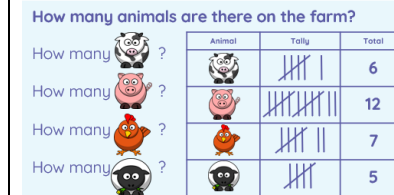
Children will identify and count how many objects they can see and categorise them.



Children will then look at ways we can count in 5's and how to create tally marks. Children will then practise counting tally marks and recording the total.



Children will then be given data and then create their own tally charts.

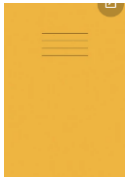


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## Homework



Homework is set on a **Thursday** and due back on a **Monday** and is set in the yellow 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**.

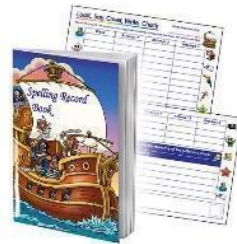
Your teacher will check, mark and sign your work once a week.

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



#### 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



Monster Phonics have now launched an online reading platform where you can access Monster Phonic books online.

Please see purple reading task book for logins.



Please select an area below to access the eBooks.



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Year Group: 2 Week beginning: 4.3.24

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

			<p><b>Competitions &amp; Challenges</b></p>  <p><b>February writing challenge!</b></p> <p>We have been enjoying our Monster Phonic books in school. To celebrate the new Monster Phonic Books online we would like you to create a story set in Monster / Phonics land with all the monsters in!</p> <p>Please bring your entries to your teacher (with your name and class on) by Monday 4<sup>th</sup> March.</p> <p>We look forward to seeing your creations!</p>  <p>World Book Day 08.03.24 – Please come dressed as your favourite book character for the day!</p>
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