



Year 2 Weekly Learning Overview w.b 17.05.21


Feel free to email me with any questions or queries you may have during remote learning/isolation :) Happy to help in any way I can.

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Miss Miller

Subject	In school learning	Remote learning
English	<p><u>Reading/Phonics:</u> Recap of previous sounds. Set 2 and 3. Particular focus on Set 3. Read Write Inc. Consolidation of: ★ tious/cious ★ Tion from previous week. This week looking at: able ible. (ably, ibly) English/writing starters to incorporate phonics aspects also. RWI inspired text with links to focus sounds.</p> <p><u>Writing:</u> Happy in our skin - equality and diversity writing. Children create their own playdough self portrait, adjectives and sentence structure focus.</p> <ul style="list-style-type: none"> - Children to use capital letters, full stops, finger spaces. - Children construct a range of subordination (because/when/if/that) and coordination (and/but/or). Extending sentences further. - Children to use the correct choice of tense when writing. Particular focus! - Think aloud as collecting ideas, draft and reread to check their meaning is clear. Edit and improve their work. <p><u>Spellings:</u> Focus spelling rule for this week: ★ Common exception words. [any, many, clothes, water, pretty, Christmas, beautiful, busy, poor and kind].</p> <ul style="list-style-type: none"> - Wordsearch. - Look, say, cover, write and check. - 'I challenge you' cards. 	<p><u>Phonics/Reading:</u> Recap of previous sounds. Set 2 and 3. Read Write Inc. Sheets attached to year 2 webpage read through the words spot special friends fred talk and blend to read the word.</p> <p><u>Writing:</u> Children to compose sentences linked to themselves, equality/diversity.</p> <ul style="list-style-type: none"> - Linking to self portraits. 1) Draw your own self portrait and write 5 adjectives around the outside. 2) Compose sentences using chosen adjectives. <p><u>Writing to include:</u></p> <ol style="list-style-type: none"> 1) Capital letters, full stops and finger spaces. 2) Conjunction 'and' or 'because' to extend sentence and add further detail. 3) Children to reread their work and edit one part of it. Which word could they swap? Could they delete a word they no longer wish to use? Or is there an extra word they would like to add which adds more detail? <p>Sheets attached to year 2 remote learning with lined paper for the children to write their sentences on.</p> <p><u>Spellings:</u> Focus spelling rule for this week:</p> <ul style="list-style-type: none"> - Common exception words. <p>[any, many, clothes, water, pretty, Christmas, beautiful, busy, poor and kind].</p> <ul style="list-style-type: none"> - Wordsearch. - Look, say, cover, write and check. - 'I challenge you' cards.

	<p><u>Handwriting:</u> Children to follow Nelson Handwriting scheme. Unit 22, 23 and 24. Focus joins:</p> <ul style="list-style-type: none"> - Monday - kn mb wh wr - Tuesday - kn mb wh wr - Wednesday - wa - Thursday - wa/ly - Friday - ly 	<p>Sheets attached to the year 2 webpage.</p> <p><u>Handwriting:</u> Children to follow Nelson Handwriting scheme. Children to practise the following focus joins using sheets provided on Year 2 webpage. Focus joins for this week are: kn/mb/wh/wr, wa and ly. 6 Sheets in total. With daily handwriting practise.</p>
Maths	<p>Fractions focus: Recap and Consolidate: ★ Count in fractions.</p> <p>Moving onto: Measurement length and height.</p> <ul style="list-style-type: none"> ★ Compare lengths and heights. ★ Measure lengths 1 and 2. ★ Measure cm ★ Measure m ★ Compare lengths/ order lengths/ four operations with lengths. 	<p>Follow lesson videos then complete the corresponding worksheet attached to the year 2 webpage.</p> <p><u>Consolidate from previous weeks learning:</u> Count in fractions https://vimeo.com/522728832</p> <p><u>Measurement: length and height</u> Compare lengths and heights. https://vimeo.com/529983692</p> <p>Measure lengths https://vimeo.com/529984333</p> <p>Measure lengths x2 https://vimeo.com/529984731</p> <p>Measure length cm https://vimeo.com/529985056</p>
Science	<p>Healthy Living. The children will be focusing on caring for themselves, diet and hygiene. ★ Explore NHS. <i>Key vocab:</i> healthy, diet, off-spring, exercise, proteins, carbohydrates, fats, nutrition, survival and hygiene.</p> <p>The children will follow a recipe to make a healthy snack.</p> <ul style="list-style-type: none"> - Stuffed peppers. 	<p>Follow the following lesson link: Why is it important to be hygienic? https://classroom.thenational.academy/lessons/why-is-it-important-to-be-hygienic-6rt6ad</p> <p>In this lesson, we will learn about hygiene and Florence Nightingale's role in reimagining hygiene in hospitals.</p>

	 <p>Nutrition focus → Nutrition is the process by which the body nourishes itself by transforming food into energy and body tissues.</p>	
Computing		
History		
Geography		
PSHE	<p>1) Covered during PPA.</p> <ul style="list-style-type: none"> - To understand how medicines prevent illness. <p>H7 how some diseases are spread and can be controlled, the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>2) Mindfulness and Wellbeing.</p> <ul style="list-style-type: none"> - Go Noodle and brain breaks. Wiggle movements. Mindfulness breathing exercises. 	<p>Can your child create a poster on how to prevent illnesses?</p> <p>Who can help us? How can we get better? What medicines can help us feel better? How could hygiene help us prevent any illnesses?</p>
PE	<p>Commando Jo Multi skills focus.</p> <p>Skills:</p> <ul style="list-style-type: none"> → Can show a good awareness of others in running, chasing and avoiding games. → Can make simple decisions about when and where to run. → Can vary skills and show some understanding of simple tactics. <p>Extending skills further by:</p> <ul style="list-style-type: none"> - Can choose and use tactics to suit different situations. - Can react to situations in a way that helps their partners and makes it difficult for their opponent. - Can pass a ball accurately to a partner over a variety of distances. - Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control. 	<p>Select from a range of mindfulness yoga to complete this week.</p> <p>Focusing on our mental health and creating positive environments.</p> <p>YouTube Cosmic Kids Yoga.</p> <p>Follow the following lesson links:</p> <p>How can I control my underarm and overarm throws accurately? https://classroom.thenational.academy/lessons/how-can-i-control-my-underarm-and-overarm-throws-so-they-are-accurate-6dgkat</p> <p>How can I control my body to control objects when I am moving? https://classroom.thenational.academy/lessons/how-can-i-improve-my-body-to-control-objects-when-i-am-moving-cnjk4r</p> <p><u>Mindfulness yoga/cosmic kids:</u></p> <p>Kids yoga for earth day. https://www.youtube.com/watch?v=bcNhWa18nuE</p>

		<p>Dinosaurs and Dragons</p> <p>https://www.youtube.com/watch?v=11V1T4lVPtY</p>
Music	<p>Covered during PPA.</p> <p>To be able to play/sing with a good sense of pulse. To be able to play the pulse as part of a group.</p> <p>Links to 60s, 70s over the decades.</p> <ul style="list-style-type: none"> - Sing with an awareness of other performers. - Sing a melody accurately. - Identify the pulse and join in getting faster and slower together. - Accompany a chant or song by clapping or playing the pulse or rhythm. <ul style="list-style-type: none"> ★ To explore different sound sources. ★ Make sounds and recognise how they can give a message. ★ Create long and short sounds. ★ Identify how sounds can be changed. 	<p>Follow the following lesson links:</p> <p>How has popular music changed over 60 years? X1</p> <p>https://classroom.thenational.academy/lessons/how-has-popular-music-changed-over-the-last-60-years-part-1-c4w30e</p> <p>How has popular music changed over 60 years? X2</p> <p>https://classroom.thenational.academy/lessons/how-has-popular-music-changed-over-the-last-60-years-part-2-6wu36t</p>
RE		
DT	<p>Plants we can eat.</p> <p>Links to science, healthy eating and living.</p>	<p>Follow the following lesson links:</p> <p>Where does our food come from?</p> <p>https://classroom.thenational.academy/lessons/where-does-our-food-come-from-75hk8e</p> <p>In this lesson, we will be learning about where some of the food that we eat comes from. We will look at some of the most popular foods from other continents. You will need a piece of paper and a pencil.</p> <p>Developing ideas for a fruit salad</p> <p>https://classroom.thenational.academy/lessons/developing-ideas-for-a-fruit-salad-6wvk2t</p> <p>Making a fruit salad</p> <p>https://classroom.thenational.academy/lessons/making-a-fruit-salad-60t3jd</p>

Art	<p>Bottle printing. Creating patterns.</p> 	<p>Follow the following lesson links:</p> <p>Exploring printing https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r</p> <p>In this lesson, we will be making repeated and rotated prints using found objects. This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.</p> <p>Making your own stamps for printing https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t</p> <p>In this lesson, we will make our own stamps for printmaking, explore repeated patterns, and overlap colours and shapes on our prints. This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.</p>