



Year 2 Weekly Learning Overview w.b 22.03.21

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. ★ Alternative spellings for igh. ★ Alternative spellings for or this week. English/writing starters to incorporate phonics aspects also.</p> <p><u>Writing:</u> Greta and the Giants. → (1) Recap description of the giants and Greta character comparison. Main focus on adjectives consolidate describing words. Building sentences to add detail and description. The children will be given some sentences where they need to spot the adjectives. (2) The children will be given a picture of the end of the story (Greta and the giants) the children will write their predictions what might happen next... [Adjectives, commas punctuation (e.g. big, ugly giant), aspects of super sentences]:</p> <ul style="list-style-type: none">- Children to use capital letters, full stops, finger space.- Children construct a range of subordination (because) and coordination (and/but).- Children to use the correct choice of tense when writing.- Think aloud as collecting ideas, draft and reread to check their meaning is clear. Edit and improve their work.	<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 Oa, oo and oi. 6 Sheets in total. With daily handwriting practise.</p> <p><u>Writing:</u> Listen to the following story to remember the story: Greta and the Giants. Follow the link to listen to the story. https://www.youtube.com/watch?v=zs_8W-lvo0Y Can you have a go at writing a description (approx 2 sentences or more) of the characters from our focus story (Greta or the giants). What do they look like? What are they wearing? How might they act? What might they do? <i>Writing to include:</i></p> <ol style="list-style-type: none">1) Capital letters, full stops and finger spaces.2) Conjunction 'and' or 'because'.3) Adjectives to describe.4) 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?5) Use the pictures from the story video to help aid writing.

	<p>Charlie and Lola How to save the planet. (3) Sentences linked to sustainability and recycling explaining to Lola how to recycle and save the planet. How to look after the planet. Explain why it is so bad to throw everything away etc. (Look after your planet text).</p> <p><u>Spellings:</u> Focus spelling rule for this week: The sound /zh/ spelt 's'. [television, treasure, usual, division, vision, pleasure, measure, occasion, usually and leisure].</p> <ul style="list-style-type: none"> - Wordsearch - Look, say, cover, write and check. - Letter shapes. <p>Also, common exception words [even, break, steak, great, move, prove, improve, sure, sugar and eye].</p> <p><u>Handwriting:</u> Children to follow Nelson Handwriting scheme. Focus joins:</p> <ul style="list-style-type: none"> - Oa Monday and Tuesday - Oo Wednesday and Thursday - Oi Friday 	<p><u>Spellings:</u> Focus spelling rule for this week: The sound /zh/ spelt 's'. [television, treasure, usual, division, vision, pleasure, measure, occasion, usually and leisure].</p> <ul style="list-style-type: none"> - Wordsearch - Look, say, cover, write and check. - Letter shapes. <p>Sheets attached to the year 2 webpage.</p> <p><u>Phonics/Reading:</u> Recap of previous sounds. Set 2 and 3. Read Write Inc. Sheets attached to year 2 webpage.</p> <ul style="list-style-type: none"> ★ Alternative spellings for igh ★ Alternative spellings for or - Special friends, Fred talk and blend to read the word.
Maths	<p>Statistics focus.</p> <ul style="list-style-type: none"> ★ Pictograms and block diagrams consolidation. <p>Moving onto: Shape</p> <ul style="list-style-type: none"> - Recognise 2D and 3D shapes. - Count sides 2D shapes. - Count vertices 2D shapes. - Draw 2D shapes. 	<p>Follow lesson videos then complete the corresponding worksheet attached to the year 2 webpage.</p> <p>Block diagrams. https://vimeo.com/504485413</p> <p>Recognise 2D and 3D shapes. https://vimeo.com/506145944</p> <p>Count sides 2D shapes. https://vimeo.com/506146067</p> <p>Count vertices 2D shapes. https://vimeo.com/506146126</p> <p>Draw 2D shapes. https://vimeo.com/506146175</p>

Science	<p><u>Habitats</u> Key vocab: dinosaur, indigenous, rivers, woodland, ponds, sea, rainforest, desert, species and microhabitats.</p> <ul style="list-style-type: none"> ★ Living, dead and never alive. ★ Food chains. Recap/consolidate. <p><u>Plants</u> Recap and consolidate names and parts of a plant. Introduction to the topic/plants.</p> <ul style="list-style-type: none"> ★ Observing plants. ★ Seeds and bulbs ★ Trees <p>types/features/names/descriptions. To observe closely using simple equipment. To record what they see and find. To describe observations and answer questions from the teacher. Teacher aided investigations and recording data. <i>Key vocab:</i> roots, crown, deciduous, evergreen, blossom, bulb, trunk, stem, woodland, habitat and oxygen.</p> <ul style="list-style-type: none"> - Sticky knowledge - knowledge mats Plants and Trees. - Range of science experiments. Fair test, recording information. 	<p>Click on the lesson link to follow the lesson and learning in Science.</p> <ul style="list-style-type: none"> - Pencil and paper is only needed for this activity. <p>Recap: What are the parts of trees and plants called?</p> <p>https://classroom.thenational.academy/lessons/what-are-the-parts-of-trees-and-plants-called-c9h6cr</p> <p>In this lesson, we will be identifying the different parts of trees and flowers. We will be learning about the functions of the different parts of the trees and flowers and how they help the plant to grow.</p> <p>What changes occur to a tomato plant?</p> <p>https://classroom.thenational.academy/lessons/what-changes-occur-to-a-tomato-plant-6cv6cr</p> <p>What changes have occurred to my bean plant?</p> <p>https://classroom.thenational.academy/lessons/what-changes-have-occurred-to-my-bean-plant-60uk4t</p>
Computing		
History		
Geography		

<p>PSHE</p>	<p>Mindfulness and Wellbeing.</p> <ul style="list-style-type: none"> - Go Noodle brain breaks. Wiggle movements. Mindfulness breathing exercises. <p>Encouraging the children to talk about their feelings, emotions sharing these with adults if required. Encourage the children to talk.</p> <p><u>Focus skills/themes:</u></p> <p>R8 - to identify similarities and differences between people.</p> <p>R10/R11 - to judge which kind of physical contact is acceptable comfortable and unacceptable and uncomfortable and how to respond. That people's bodies and feelings can be hurt.</p> <p>L5 - what improves and harms their local natural and built environments and develop strategies and skills needed to care for these.</p>	<p>Sheet attached to year 2 webpage.</p> <ul style="list-style-type: none"> - Pencil and paper is only needed for this activity. <p>Follow link to PSHE lesson. Recap special people PSHE lesson. https://classroom.thenational.academy/lessons/my-special-people-69k64c We will identify the special people in a family, those who are in your household, and think about how they care for us.</p> <p>My Special Circles https://classroom.thenational.academy/lessons/my-special-circles-cn6ad We will consider the different roles within the family and how we should all help and work together to make every family member happy.</p> <p>One big family - similarities and differences. https://classroom.thenational.academy/lessons/one-big-family-cthp2c In today's lesson, we will explore how we are similar and how we are different. We will think about how we are all different and read 'There's enough room for everyone' by Anahita Taymourian: https://tinyowl.co.uk/find-a-book. The children will then celebrate their differences by creating a paper doll chain, showing how we are all unique.</p>
<p>PE</p>	<p>Commando Joe Mission - resilience, communication, team work, respect etc. → Pocahontus focus. Sustainability 2.</p> <p>Gymnastics focus. Jumping under the sea theme animals, habitats and environments. Skills:</p> <ul style="list-style-type: none"> → Can remember, repeat and link gymnastics and still movements. → Can watch, copy and describe what others have done. → Can improve their work using information they have gained by watching and listening. → Can move safely and with 	<p>Select from a range of mindfulness yoga to complete this week. Focusing on our mental health and creating positive environments. YouTube Cosmic Kids Yoga.</p> <ul style="list-style-type: none"> - Spider Power https://www.youtube.com/watch?v=fnO-IGEMOXk&list=PL8snGkhBF7nhEquR7wXbzIXjFrIXsze_H&index=12 - Coco the butterfly. https://www.youtube.com/watch?v=pT-s1-phqxs&list=PL8snGkhBF7nhEquR7wXbzIXjFrIXsze_H&index=18 - The twits. Roald Dahl.

	confidence.	https://www.youtube.com/watch?v=9vLpwN-DGw&list=PL8snGkhBF7nhEquR7wXbzIXjFrIXsze_H&index=20 Also, attached to the year 2 web page is a set of PE under the sea jumping gymnastics slides to follow.
Music	African Drumming focus. Covered by Mr Benefield. <ul style="list-style-type: none"> - To listen and take part in rhythmical music. Listen to music from another culture. Watch video examples of drumming from Kenya. Repetition of simple rhythm to copy and use table tops/knees for drumming techniques. Skills <ul style="list-style-type: none"> → Identify different groups of instruments. → Accompany a chant or song by clapping or playing the pulse or rhythm. → Begin to internalise and create rhythmic patterns. → Identify long and short sounds. → Identify the pulse and join in getting faster and slower together. 	Follow the link for African drumming and dance sequences to watch a video: https://www.bbc.co.uk/bitesize/clips/zn6d7ty Follow the PDF slides 'All About African' music. Listen to the different sound clips and where they originate from across Africa. Try clapping to the rhythm or beat of the music.
RE	Covered by Mr Benefield. To understand the chronology of Holy Week. How do Christians celebrate Holy Week? <ul style="list-style-type: none"> - The Resurrection. Looking at Easter Day traditions. Any significant traditions that might illustrate the story? Picture and short captions. Skills <ul style="list-style-type: none"> → Christianity festivals and celebrations, children should learn about aspects of the festival of Easter. 	Complete activity sheet attached to year 2 webpage. Remote learning. Easter comic strip task. Draw pictures to depict what is happening at each stage.
DT	The children will design their own carrier to the water's edge. What materials could they use? What would it look like? <ul style="list-style-type: none"> - Children will generate, develop and communicate their ideas. - Talking, drawing and mockups. - Children will design purposeful, 	Draw a picture of a container that could carry/take water from the water's edge safely and without spilling. <ul style="list-style-type: none"> - Will it be big? Or small? - Will it be shaped like a bucket? Or box? - How will you carry it?

	<p>functional and appealing products. Based on a design criteria.</p> <ul style="list-style-type: none"> - The children will think about what tools they would use. <p>Children will give each other feedback on their designs 1 star and 1 wish. What they liked and an area they could improve on.</p>	<ul style="list-style-type: none"> - What will it look like? - What pattern will be on the outside? <p>Do not forget to label different parts of your carrier with key pieces of information or what materials you might use.</p>
Art	<p>Recap and consolidate pointillism taking inspiration from the greats.</p> <ul style="list-style-type: none"> - The children will produce creative work, explore their ideas and record their experiences. - They will share their ideas through art. - They will also explore different methods and materials as ideas to develop further. <p>Easter cards Arts and Crafts.</p> 	<p>First, follow the pointillism PDF slides and write down 2 new facts you know about the art form.</p> <p>Then, complete the cotton bud painting to have a go at creating your very own pointillism painting.</p> <p>You will need cotton buds and different paints to have a go at this task. If you do not have access to these materials, use pencil crayons and use the point to create a similar effect.</p> <p>Easter card designs are also available on the school website remote learning section for the children to create their very own Easter design. The children can colour them in and create a great seasonal card!</p>