



Year 2 Weekly Learning Overview w.b 08.03.21

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.

sophie.miller@newhartley.northumberland.sch.uk

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.</p> <p><u>Writing:</u> Children to write about their experiences in lockdown/homeschooling. Sentence work on reflecting on going back to school.</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>Spellings:</u> Focus spelling rule for this week: The /o/ sound spelt 'a' after w and qu. [Want, watch, wander, quantity, squash, quality, squabble, squad, quad and quarrel].</p> <ul style="list-style-type: none"> - Wordsearch - Look, say, cover, write and check. - Crack the code. <p><u>Handwriting:</u> Children to follow Nelson Handwriting scheme. Focus joins: <ul style="list-style-type: none"> - Ig x2 - Ed x2 and recap </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 ig and ed.</p> <p><u>Writing:</u> Children to write at least 3 sentences describing what they got up to in lockdown. What were their favourite things to do? What was memorable? Did they learn a new skill? What books did they read?</p> <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'. 3) Adjectives to describe. 4) Draw pictures to match sentences written. 5) 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><u>Spellings:</u> Focus spelling rule for this week: The /o/ sound spelt 'a' after w and qu. [Want, watch, wander, quantity, squash, quality, squabble, squad, quad and quarrel].</p> <ul style="list-style-type: none"> - Wordsearch - Look, say, cover, write and check. - Crack the code. <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"> - Selection of board games to have a go at playing practising the sounds. Split digraph spelling board games. (If no access to a printer, write down the missing words off the board with the split digraph focus). - Special friends, Fred talk and blend to read the word.
Maths	<p>Statistics focus.</p> <ul style="list-style-type: none"> ★ Tally charts. <ul style="list-style-type: none"> - Children to be introduced to tally charts as a method of collecting data. - Counting in 5s. - Understand the vocab of total, altogether, more, less and difference. ★ Pictograms. <ul style="list-style-type: none"> - Use tally charts to produce pictograms. - Create pictograms with concrete apparatus. - Complete missing columns and rows. - Children to see pictograms horizontally a vertically. - Interpret and answer questions about the data presented in pictograms. - Drawing pictograms. 	<p>Follow lesson videos then complete the corresponding worksheet attached to the year 2 webpage.</p> <p>Make Tally charts https://vimeo.com/501671369 Sheet attached to year 2 webpage.</p> <p>Draw pictograms https://vimeo.com/501672753 https://vimeo.com/501673699 Sheet attached to year 2 webpage.</p> <p>Interpret pictograms. https://vimeo.com/501674074 Sheet attached to year 2 webpage.</p>
Science	<p>British Science Week</p> <ul style="list-style-type: none"> - Range of science experiments. Fair test, recording information. <p>Habitats 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. <p>Extra aspects of Science→ Plants and Animals.</p> <ul style="list-style-type: none"> ★ Observing plants. ★ Seeds and bulbs <p>To observe closely using simple equipment. To record what they see and find.</p>	<p>What is a living thing? Click on the lesson link to follow the learning slides/clips. https://classroom.thenational.academy/lessons/what-is-a-living-thing-70t3ae</p> <p>What types of foods do living things eat? https://classroom.thenational.academy/lessons/what-types-of-food-do-living-things-eat-c4wkje</p> <p>All living things need to eat other living things to survive. What an animal eats is called its diet. In this lesson, will be learning about what diets different animals follow. We will be identifying what different animals may eat based on the appearance of their teeth, some flat, some sharp.</p> <ul style="list-style-type: none"> - Pencil and paper is only needed for this activity.

Computing		
History		
Geography		
PSHE	<p>Mindfulness and Wellbeing.</p> <ul style="list-style-type: none"> - Go Noodle brain breaks. Wiggle movements. Mindfulness breathing exercises. <p><i>Living in the wider world</i> - children to learn ways in which they are all unique, understand that there has never been and will never be another 'them'.</p> <p><i>Health and wellbeing</i> - to recognise what they like and dislike, how to make real and informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To learn about good and not so good feelings, a vocab to describe their feelings to others and to develop simple strategies for managing feelings.</p>	<p>https://classroom.thenational.academy/lessons/make-kindness-count-6ct3ge?activity=video&step=2&view=1</p> <p>Making Kindness Count. Being mindful of other people's feelings. Especially returning back to school and everyone may have different feelings and feel differently about coming back to the classroom.</p> <p>Children will need paper, scissors, glue stick, possibly some glitter and coloured pencils.</p> <p>How can we be kind at home? How can we be kind at school? Can you make a kindness chart?</p>
PE	<p>Commando Joe Mission - resilience, communication, team work, respect etc.</p>	<p>Active Future PE videos - Coach Liam. Watch the following clip. Click the link to watch.</p> <p>https://www.youtube.com/watch?v=kur9wNA9OKs</p>
Music	<p>African Drumming focus. Covered by Mr Benefield.</p> <ul style="list-style-type: none"> - To listen and take part in rhythmical music. Listen to music from another culture. 	<p>Rhythm and pulse.</p> <p>https://classroom.thenational.academy/lessons/rhythm-and-pulse-c4tker?activity=video&step=1</p> <p>The children will learn the difference between pulse and rhythm. The children will learn how to create and repeat short rhythmic patterns.</p>
RE	<p>Festivals and celebrations. The children will learn about aspects of Easter. Covered by Mr Benefield.</p> <ul style="list-style-type: none"> - To understand the chronology of Holy week. How do Christians celebrate holy week? Palm Sunday Story and the Last Supper. 	<p>Read through the Last Supper PDF slides. Discuss what happens in the story. Why is it significant? What did the bread represent? The wine?</p> <ul style="list-style-type: none"> - PDF slides attached to the year 2 webpage. - Complete sheet attached to year 2 webpage. Sequencing the Last Supper story.

DT		
Art		