



## Year 2 Weekly Learning Overview w.b 10.05.21

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. ★ tious/cious ★ tion English/writing starters to incorporate phonics aspects also.</p> <p><u>Writing:</u></p> <ol style="list-style-type: none"> <li>1) Edit and improve instructional writing recipes 'rainbow fruit kebab'.</li> <li>2) Writing sentences including focus phonic sounds (TION/CIOUS/TIOUS).</li> </ol> <ul style="list-style-type: none"> <li>- Children to use capital letters, full stops, finger spaces.</li> <li>- Children construct a range of subordination (because/when/if/that) and coordination (and/but/or). Extending sentences further.</li> <li>- Children to use the correct choice of tense when writing. Particular focus!</li> <li>- Think aloud as collecting ideas, draft and reread to check their meaning is clear. Edit and improve their work.</li> </ul> <p><u>Spellings:</u> Focus spelling rule for this week: ★ Possessive apostrophe [Megan's, Ravi's, the girl's, the child's, the man's, the woman's, the school's, a dog's, a teacher's and a postman's].</p> <ul style="list-style-type: none"> <li>- Wordsearch.</li> <li>- Look, say, cover, write and check.</li> <li>- Accurate apostrophes task.</li> <li>- Possessive apostrophes task.</li> </ul>	<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: s, y and ing. 6 Sheets in total. With daily handwriting practise.</p> <p><u>Writing:</u> Children to compose sentences using focus phonics sounds and spelling focus (possessive apostrophe). <u>Writing to include:</u></p> <ol style="list-style-type: none"> <li>1) Capital letters, full stops and finger spaces.</li> <li>2) Conjunction 'and' or 'because' to extend sentence and add further detail.</li> <li>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?</li> </ol> <p><u>Spellings:</u> Focus spelling rule for this week: - Possessive apostrophe [Megan's, Ravi's, the girl's, the child's, the man's, the woman's, the school's, a dog's, a teacher's and a postman's].</p> <ul style="list-style-type: none"> <li>- Word search.</li> <li>- Look, say, cover, write and check.</li> <li>- Accurate Apostrophes.</li> <li>- Possessive Apostrophes.</li> </ul> <p>Sheets attached to the year 2 webpage.</p>

	<p><u>Handwriting:</u> Children to follow Nelson Handwriting scheme. Unit 19, 20 and 21. Focus joins:</p> <ul style="list-style-type: none"> <li>- Monday - two ways joining the letter s</li> <li>- Tuesday - two ways joining the letter s</li> <li>- Wednesday - practising joining to the letter y</li> <li>- Thursday - practising joining to the letter y</li> <li>- Friday - joining g - ing</li> </ul>	<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> <ul style="list-style-type: none"> <li>★ cious/tious</li> <li>★ Tion (word search also available on the remote learning year 2 webpage).</li> </ul>
<b>Maths</b>	<p>Fractions focus: Recap and Consolidate:</p> <ul style="list-style-type: none"> <li>★ Recognise a third.</li> <li>★ Find a third.</li> <li>★ Unit Fractions.</li> </ul> <p>Moving onto:</p> <ul style="list-style-type: none"> <li>★ Non-unit fractions</li> <li>★ Equivalence of a half and 2/4</li> <li>★ Find <math>\frac{3}{4}</math></li> <li>★ Count in fractions</li> </ul>	<p>Follow lesson videos then complete the corresponding worksheet attached to the year 2 webpage.</p> <p>Consolidate from previous weeks learning: Find a third <a href="https://vimeo.com/521322857">https://vimeo.com/521322857</a> Unit fractions <a href="https://vimeo.com/521323423">https://vimeo.com/521323423</a></p> <p>Non-unit fractions <a href="https://vimeo.com/521323710">https://vimeo.com/521323710</a> Equivalence of a half and 2/4 <a href="https://vimeo.com/522726976">https://vimeo.com/522726976</a> Find <math>\frac{3}{4}</math> <a href="https://vimeo.com/522727806">https://vimeo.com/522727806</a> Count in fractions <a href="https://vimeo.com/522728832">https://vimeo.com/522728832</a></p> <p>Problems with Fractions sheet also attached to remote learning page.</p>
<b>Science</b>	<p><b>Healthy Living.</b> The children will be focusing on caring for themselves, diet and hygiene. Practical.</p> <ul style="list-style-type: none"> <li>★ Children to complete a class garden with individual plant pots with sunflower/cress seeds for the classroom.</li> <li>★ Children as a class will make a 'grow and see vegetable garden'.</li> </ul> <p>Discussions around healthy choices. Key vocab: healthy, diet, off-spring, exercise, proteins, carbohydrates, fats, nutrition, survival and hygiene.</p>	<p>Healthy Living focus.</p> <p>1) Follow lesson link: (if you do not have the resources simply watch the lesson video). How do I plant a bean? <a href="https://classroom.thenational.academy/lessons/how-do-i-plant-a-bean-cgwp6e">https://classroom.thenational.academy/lessons/how-do-i-plant-a-bean-cgwp6e</a></p> <p>2) Complete healthy / unhealthy tick the box activity and discuss.</p>

Computing		
History		
Geography		
PSHE	<p>1) Covered during PPA.</p> <ul style="list-style-type: none"> <li>- To identify different illnesses.</li> </ul> <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"> <li>- Go Noodle and brain breaks. Wiggle movements. Mindfulness breathing exercises.</li> </ul> <p><b>3) Mental health awareness week</b>  <b>'Bringing nature into our lives'</b></p> <p>PSHE focus with the children looking at H2 to recognise what they like/dislike and how to make real informed choices that improve their physical and emotional health.</p> <p>H15 to recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes' 'no' 'i'll ask' and 'i'll tell' etc.</p>	<p>Mental health awareness week 2021  Focus on bringing nature into our lives.</p> <ul style="list-style-type: none"> <li>- Mindfulness cloud relaxation.</li> <li>- Bringing nature into our lives word search.</li> <li>- Bringing nature into our lives colouring activity.</li> </ul> <p>All activities attached to remote learning year 2.</p> <p>Whose job is it to keep us healthy?  <a href="https://classroom.thenational.academy/lessons/whose-job-is-it-to-keep-us-healthy-crvk0c">https://classroom.thenational.academy/lessons/whose-job-is-it-to-keep-us-healthy-crvk0c</a></p>
PE	<p>Commando Jo Multi skills focus.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>→ Can show a good awareness of others in running, chasing and avoiding games.</li> <li>→ Can make simple decisions about when and where to run.</li> <li>→ Can vary skills and show some understanding of simple tactics.</li> </ul> <p>Extending skills further by:</p> <ul style="list-style-type: none"> <li>- Can choose and use tactics to suit different situations.</li> <li>- Can react to situations in a way that helps their partners and makes it difficult for their opponent.</li> </ul>	<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><u>Follow lesson links linked to exercise/PE:</u>  How do I manage my emotions to improve in different challenges?  <a href="https://classroom.thenational.academy/lessons/how-do-i-manage-my-emotions-to-improve-in-different-challenges-6nhkad">https://classroom.thenational.academy/lessons/how-do-i-manage-my-emotions-to-improve-in-different-challenges-6nhkad</a></p> <p>How can I jump higher and further?  <a href="https://classroom.thenational.academy/lessons/how-can-i-jump-further-and-higher-6xh36r">https://classroom.thenational.academy/lessons/how-can-i-jump-further-and-higher-6xh36r</a></p> <p><u>Mindfulness yoga/cosmic kids:</u>  To wind down:  <a href="https://www.youtube.com/watch?v=laDRCHhSTxM">https://www.youtube.com/watch?v=laDRCHhSTxM</a></p>

		<p>To stay strong:</p> <p><a href="https://www.youtube.com/watch?v=9JI01thiHYI">https://www.youtube.com/watch?v=9JI01thiHYI</a></p>
<b>Music</b>	<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> <ul style="list-style-type: none"> <li>- Sing with an awareness of other performers.</li> <li>- Sing a melody accurately.</li> <li>- Identify the pulse and join in getting faster and slower together.</li> <li>- Accompany a chant or song by clapping or playing the pulse or rhythm.</li> </ul>	<p>Maintain pulse and finding the strong beats.</p> <p><a href="https://classroom.thenational.academy/lessons/maintaining-pulse-and-finding-the-strong-beats-cdhp4d">https://classroom.thenational.academy/lessons/maintaining-pulse-and-finding-the-strong-beats-cdhp4d</a></p> <p>Follow the lesson link above.</p>
<b>RE</b>		
<b>DT</b>	<p>Cross curricular link with RE.</p> <p>Making Eid biscuits.</p> <ul style="list-style-type: none"> <li>★ Plan and design vegetable soup for next week's making.</li> </ul> <p>(talk/draw/make template design their soup). 5 a day.</p> <ul style="list-style-type: none"> <li>★ Make silly faces using different (x5) vegetables. Name the different vegetables.</li> </ul>	<p>Exploring different fruits and vegetables.</p> <p><a href="https://classroom.thenational.academy/lessons/introduction-exploring-delicious-fruits-and-vegetables-crvk4t">https://classroom.thenational.academy/lessons/introduction-exploring-delicious-fruits-and-vegetables-crvk4t</a></p> <p>In this lesson, we will introduce the topic of preparing fruit and vegetables. We will explore a range of different fruits and vegetables to support children in identifying and naming a range of fruits and vegetables. We will then carry out an investigative and evaluative task. We will carry out a <i>taste tasting</i> exercise to allow children to say what they like and dislike and make simple judgements. This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.</p>
<b>Art</b>		