



Year 2 Weekly Learning Overview w.b 15.03.21

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. ★ Alternative spellings for ai ★ Alternative spellings for ee this week. English/writing starters to incorporate phonics aspects also.</p> <p><u>Writing:</u> Greta and the Giants. → recap sequencing of the story from previous week. Beginning, middle and end. What happened at different parts of the story? Focus on description this week. (1) The children to write about a description of the forest before and after. How sustainable is this? Linking to overarching theme of sustainability. (2) Description of the giants and Greta character comparison. [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 Ai, ee and ie. 5 Sheets in total. 1 per day, daily handwriting practise.</p> <p><u>Writing:</u> Listen to the following story: Greta and the Giants https://www.youtube.com/watch?v=zs_8W-lvo0Y Recap of story read last week. Can you have a go at writing a description (approx 2 sentences or more) of the forest as the giants destroyed the trees, cut them down and built houses. Then write some sentences to describe the forest after the giants changed their ways and helped the forest and animals who lived there. <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><u>Spellings:</u> Focus spelling rule for this week: The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w. [word, work, worm, world, worth, worst, war, warm, towards, ward].</p> <ul style="list-style-type: none"> - Wordsearch - Look, say, cover, write and check. - Letter tiles. <p><u>Handwriting:</u> Children to follow Nelson Handwriting scheme. Focus joins:</p> <ul style="list-style-type: none"> - Ai x2 Monday and Tuesday - Ee - x2 Wednesday and Thursday - Ie - x1 Friday 	<p><u>Spellings:</u> Focus spelling rule for this week: The stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w. [word, work, worm, world, worth, worst, war, warm, towards, ward].</p> <ul style="list-style-type: none"> - Wordsearch - Look, say, cover, write and check. - Letter tiles. <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 ai ★ Alternative spellings for ee - Special friends, Fred talk and blend to read the word.
Maths	<p>Statistics focus.</p> <ul style="list-style-type: none"> ★ 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>Interpreting pictograms and also begin to look at block diagrams.</p>	<p>Recap last weeks tally chart work consolidate children's understanding. Especially when recording 5 as a tally closing the gate crossing over:</p> <ul style="list-style-type: none"> - Sheet attached to year 2 webpage <p>Spring themed tally chart activity.</p> <p>(Follow lesson videos then complete the corresponding worksheet attached to the year 2 webpage.</p> <p>Draw pictograms https://vimeo.com/501672753</p> <p>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> <p><u>Further pictogram work:</u> Draw pictograms (2, 5, 10) https://vimeo.com/504480875 And https://vimeo.com/504483835 Corresponding sheet attached to year 2 webpage. Also, extra pictogram statistics activities and questions attached to the year 2</p>

		webpage.
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></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>How do I plant a bean? https://classroom.thenational.academy/lessons/how-do-i-plant-a-bean-cgwp6e</p> <p>What types of plants grow in the wild? https://classroom.thenational.academy/lessons/what-types-of-plants-grow-in-the-wild-70w3jt</p> <p>What is the difference between deciduous and evergreen trees? https://classroom.thenational.academy/lessons/what-is-the-difference-between-deciduous-and-evergreen-trees-c5j6ar</p>
Computing		
History		
Geography	<p>Comparative study with Kenya. Location of Kenya - surrounding countries. Research the location of Kenya, flag and whereabouts in the world. Comparisons to the UK. → link to the Ugly Five text - Kenya cross curricular link with science plants/animals/habitats.</p>	<p>Kenya fact file attached to year 2 webpage along with PDF slides of information. Follow the slides with information all about Kenya.</p> <ul style="list-style-type: none"> - Complete passport to Kenya activity attached to year 2 webpage. <p>Begin our journey to Kenya!!</p>
PSHE	<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> <i>Health and wellbeing</i> - (1) H13 about people who look after them, their family networks, who to go</p>	<p>Complete who can help me cut and stick activity? Discussing who in the community can help us when we are in need. Why do they help us? 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.</p>

	<p>to if they are worried and how to attract their attention. (2) H14 - about the ways that pupils can help the people who look after them to more easily protect them.</p> <p><i>Relationships:</i> (3) R2 to recognise that their behaviour can affect other people. (4) R4 to recognise what is fair and unfair, kind and unkind, what is right and wrong. Links to (5) R6 to listen to other people and play and work cooperatively.</p>	<p>https://classroom.thenational.academy/lessons/community-care-c9gp6t</p> <p>We will explore what it feels like to belong to a group. We will reflect on their experiences of being in a group, both good and bad.</p> <p>Sense of belonging https://classroom.thenational.academy/lessons/belonging-64wk8c</p> <p>We will explore the idea of team identity and the uplifting feelings that come with belonging to a team. We will discuss team spirit and how each person has a positive role to play within the team. We will then create a team flag to show that we all belong.</p> <p>Team Player https://classroom.thenational.academy/lessons/team-player-6mrpcd</p> <p>We will consider how it feels to belong to a group. We will explore those feelings and think about experiences that have made us feel secure and content. The children will then create a job advert listing the qualities needed to be a team member.</p>
PE	<p>Commando Joe Mission - resilience, communication, team work, respect etc. Gymnastics focus.</p> <p>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. 	<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"> - The Very Hungry Caterpillar https://www.youtube.com/watch?v=xhWDiQRrC1Y - Pedro the Penguin goes to the fun fair. https://www.youtube.com/watch?v=Rzw-Oir8UPw - Marv the Metal Detective. https://www.youtube.com/watch?v=pTQcOLQeEbU <p>Also, attached to the year 2 web page is a set of PE skyscrapers gymnastics slides to follow. Can you make yourself into long, thin shapes, as tall as skyscrapers?</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>Watch video examples of drumming from Kenya. Repetition of simple rhythm to copy and use table tops/knees for drumming techniques.</p> <p>Skills</p> <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. 	<p>Follow the All About African Drums PDF slides attached to the year 2 webpage. Discuss the different African drums that you have discovered. What was your favourite? Why? What was the most interesting fact you discovered?</p> <p>On a plain piece of paper can you design your very own African drum. Remember to magpie ideas and designs from the slides for key features (tall, colours, style) of the drums. Blank African drum template also attached to the year 2 webpage if required.</p>
RE	<p>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 - The Crucifixion. <p>Retell the story, drawing the story as a cartoon strip with captions. Looking at renaissance paintings of crucifixion against modern ones e.g. Salvador Dali.</p> <p>Skills</p> <ul style="list-style-type: none"> → Christianity festivals and celebrations, children should learn about aspects of the festival of Easter. 	<p>Follow the Palm Sunday PDF slides attached to the year 2 webpage. Discussing Palm Sunday and the significance for Christians and the build up to Easter celebrations.</p> <p>Then, create your very own palm leaf. Template attached to the year 2 webpage.</p>
DT		
Art		