

Year 2 Weekly Learning Overview w.b 23.11.2020

Subject	In school learning	Remote learning
<p>English</p>	<p><u>Reading/Phonics:</u> Recap of set 2 and 3 sounds. Building confidence. Frequent flash cards of sounds and words. Phonic activity mats to consolidate set 2 and 3 sounds. Highlighting trickier set 3 sounds and gaps. Ure, ire, ear, split digraphs, are, air, <i>alternate sounds</i>.</p> <ul style="list-style-type: none"> ★ Quick fire words to practise. Powerpoints. ★ Up to pack 4 phonics screening check prep/consolidation. <p><u>Writing:</u> The Magic Pencil text focus by Malala Yousafzai inspirational and aspirational people. Children to think about if they had a magic pencil what would they do with it ... how would they make the world a better place. What would they like to achieve with the magic pencil?</p> <ul style="list-style-type: none"> → Children to think aloud as they collect ideas. → Proof read check for errors. → Segment spoken words into phonemes and represent these by graphemes. → Capital letters and full stops. → Correct choice of tense. → Writes capital letters and digits correct size, orientation, and relationship to one another and to lower case letters. 	<p><u>Reading/Phonics:</u> Children to go through their yellow sound booklet in their reading packets daily and as much as possible after that. Frequent consolidation of sounds.</p> <p>Sheets attached to Year 2 webpage to complete. Complete phonic activity mats and alien word wheels home activity.</p> <ul style="list-style-type: none"> - Roll a word activity. - Words to practise reading. - Mixed up maze task. <p><u>Writing:</u> Children to watch https://www.youtube.com/watch?v=oqRmBG_FNv4 the story read 'The Magic Pencil' by Malala Yousafzai.</p> <p>Children to think about if they had a magic pencil what would they do with it ... how would they make the world a better place. Write at least 2 sentences explaining their ideas. Remembering, capital letters, full stops and finger spaces.</p> <p><u>Handwriting:</u> Monday - oi Tuesday - Practising capital letters. Wednesday - ea Thursday - er Friday - ou 2 sheets for handwriting per day attached to year 2 webpage. 1 sheet forming the letters and a second sheet to extend the learning, words and sentences.</p>

	<p><u>Handwriting:</u> Monday - oi Tuesday - Practising capital letters. Wednesday - ea Thursday - er Friday - ou Children complete daily handwriting sessions in their specific handwriting books on a morning. Forming letters correctly sitting on the line and facing the right direction. Correct posture for writing encouraged.</p> <p><u>Spellings:</u> Focus spelling rule for the week = the sound 'igh' spelt with '-y' at the end of words.</p> <p>Children to complete following activities:</p> <ul style="list-style-type: none"> - Word search. - Look, say, cover, write and check. - Spelling print practise. 	<p><u>Spellings:</u> Focus spelling rule for the week = the sound 'igh' spelt with '-y' at the end of words. Children to write out their spellings to practise the rule.</p> <ul style="list-style-type: none"> - Word search. - Look, say, cover, write and check. - Spelling print practise. <p>All sheets attached to the year 2 webpage.</p>
Maths	<p>Addition and Subtraction focus: Add and subtract 1s. 10 more 10 less + - 10s + Add making 10 Add a 2 digit and 1 digit number crossing 10.</p>	<p>Sheets attached to Year 2 webpage.</p> <ul style="list-style-type: none"> - 10 more 10 less maze activity. - Counting on and back in 10s. - Activity cards 10 more 10 less. - Activity cards + - 1s. - Activity cards + - 10s. <p>Year 1 recap and consolidation of add by making 10.</p> <ul style="list-style-type: none"> - Sheet attached to Year 2 webpage activity cards. - Activity cards adding 2 digit and 1 digit number crossing 10.
Science	<p>Everyday materials focus. Investigation: Materials Matter - waterproofing materials. ★ Links to Charles Mackintosh making</p>	<p>Look through waterproof or not powerpoint slides and use as discussion points. Children to complete waterproof or not table. Investigate which materials can be waterproof.</p>

	<p>waterproof garments - we know Charles Mackintosh for inventing mackintoshes which was a special type of coat. We use the word 'mac' today because of his invention.</p> <ul style="list-style-type: none"> - Children will suggest how we can find things out. - Ask questions. - Use a range of simple equipment to aid observation. - Make observations relevant to task. - Use first hand experiences to answer questions. - Collect and record data. - Children to say what has happened - explain their thinking, discuss and share ideas. <p>Important facts to know by the end of Year 2 materials topic knowledge mat info:</p> <ul style="list-style-type: none"> - Know why certain materials are suitable for many different uses. - Know why some materials are more suitable than others for specific uses. 	<p>Why might those materials be best suited to repel water? Why is that best? What might be the purpose for that material?</p>
Computing	<p>Digital images: Photo shoot and editing skills - photos of Ant and Dec famous people linked to aspirations theme. Using the ipads to create different effects of the photos to edit and improve the images.</p>	<p>Recap previous learning at home. What technology can we spot at home? Where might we find different technologies? What might we use the technology for?</p> <p>Camera - take a picture of something challenge. Go around your house and garden and take photos of the different items/objects in the challenge. E.g. Items that are red.</p>

History	<p>Malala the magic pencil focus link to English.</p> <p>Children to look at the lives of significant individuals in the past who have contributed to national and international achievements. Sticky knowledge: Malala Yousafzai was shot because she stood up for the right for women and girls to receive education in Afghanistan.</p> <p>Key vocab: famous, inclusion protest equality and courageous.</p>	<p>Take a look at the history - famous people Malala slides discuss what Malala wanted people to do, why she wanted them to hear her message? What was she fighting for? What did she want to achieve?</p> <p>Children to complete a fact file on Malala using the template provided and attached to Year 2 webpage.</p> <p>Name, date of birth, place of birth, famous for, who were they? And their life. The children can then draw a picture to match.</p>
Geography	<p>Children to continue to develop their knowledge about the world, the United Kingdom and their locality.</p> <p>Children to locate capital cities in the UK and find information related to the different places. Children will also locate oceans around the world.</p> <p>Draw a simple sketch map of the school and local area. Key vocab, map symbols and compass directions. Navigate around an Atlas. View from above looking at aerial photos.</p> <p><u>Sticky knowledge info:</u> London is our capital city and has a population of more than 8 million. One of the oldest parliaments in the world is situated in London and is called the Houses of Parliament. London is the capital city of England, Cardiff is the capital of Wales, Edinburgh is the capital of Scotland and Belfast the capital of Northern Ireland.</p> <p><u>Vocab:</u> street, road signs, office, supermarket, post office, church, map symbol (it is a small picture on a map to tell you about</p>	<p>Children to complete the following activities attached to the year 2 webpage.</p> <ul style="list-style-type: none"> - Label the 5 oceans of the world. - Word search - Children to use blank map of UK to label the capital cities.

	<p>something. There are symbols for schools, churches, post offices and pubs), address, post code, urban and rural.</p>	
PSHE	<p>Children to share their opinions on things that matter to them (playtimes/golden time) and explain their views through discussions with one and other and then the whole class.</p> <ul style="list-style-type: none"> -Use of pupil voice to make decisions and decide upon things. - To listen to others. <p>What do they like about playtime? What is their best bit? How do they think we can improve playtimes to make them better?</p> <p>What do we like about golden time? How could we improve golden time to make it better? What would they like to include during golden time?</p>	<p>Children to discuss then answer the following questions using their opinion and sharing ideas around playtimes and golden time.</p> <p>What do they like about playtime? What is their best bit? How do they think we can improve playtimes to make them better?</p> <p>What do we like about golden time? How could we improve golden time to make it better? What would they like to include during golden time?</p>
PE	<p>Commando Joe's Missions.</p> <p>Dance and Movement - Ant and Dec's let's get ready to rumble.</p>	<p>Dance and movement - Follow flashcards making shapes. Have a go at making the different movements, balances and shapes. Put together 5 different movements and display to your family or household.</p> <p><u>Skills:</u> Children to explore, remember and repeat dance actions.</p> <p><u>Yoga</u> Children to try yoga poses on the cards provided on the year 2 webpage.</p> <p>Kids yoga to calm their minds. https://www.youtube.com/watch?v=on_9AhPQigE</p>

Music	<p>Children will develop the skills to listen with concentration without singing to begin with to hear the sounds and aspects of songs. The children will then join in with a range of songs/football chants etc. Linking to use of instruments and pitch/high and low sounds. Can they recognise the different sounds? Can they sing the low/high notes/sounds?</p> <p><u>Music Skills:</u></p> <ul style="list-style-type: none"> · Sing a melody accurately at their own pitch · Begin to sing with control of pitch (eg. following the shape of the melody) · Sing with an awareness of other performers · Recognise phrase lengths and know when to breathe <ul style="list-style-type: none"> - Sing songs expressively. 	<p>What is pitch? https://classroom.thenational.academy/lessons/what-is-pitch-c8tkat</p> <p>High sounds https://classroom.thenational.academy/lessons/high-sounds-c4rp4e</p> <p>Low Sounds https://classroom.thenational.academy/lessons/low-sounds-65h3ed</p>
RE	<p>Advent Make an advent ring. Children will begin to learn about aspects of the christian festival of Christmas. Covered by NB PPA.</p>	<p>Children to read through the advent slides provided then complete the task below attached to the year 2 webpage.</p> <p>Children to complete their own advent ring.</p>
DT		
Art		