



AVANTI HALL

Primary Weekly Overview

Primary Planning

Class: Beech Y2

Week beginning: 18.1.21

Outline: This document outlines all planned learning for English, Maths, Topic, R.E, P.E, P.S.H.E, Craft and Yoga.

All lessons can be found on google classrooms where there is guidance and support to accompany each lesson. In addition, two recorded Assemblies are available each week. One will be delivered by Mr Arnold and the other will follow the whole school assembly theme.

Reading: What have you been reading recently? Comics, books, instructions to a game or the back of a cereal packet? Reading is really important. Learning to read accurately, fluidly, and with good comprehension (understanding) will help you learn in all of your lessons. Did you know..., learning to read is also about listening and understanding as well as working out what's printed on the page? Through hearing stories, you learn about a wide range of words; this helps you to build your own vocabulary: the more words you know the more you will learn!

This week, there will be a new reading resource in your google classroom that you can choose to use to help you practise your reading skills; it uses lots of different types of text including stories, pictures, stories to listen to, and video clips. I think you will find this reading adventure exciting as you will learn about a different destination (place) in the U.K (United Kingdom). I wonder what you will find out about London Year 2. How many new words will you learn? Remember the more words you know, the more you will learn.

Happy reading

In addition to the reading task above, continue to enjoy books together as a family.

Suggestions:

1. Reading books they know well that they can now begin to read themselves – recognising and blending sounds they have been learning in phonics. The four reading clues for new words are: sounding out and blending, knowing words by sight, using picture clues, and using the rest of the sentence context to make a good guess.



Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

- 2. Reading longer books and stories to your child.
- 3. Finding new books and texts to read together – Two online sources are your child’s EPIC e-book account or the Owl Phonics website
- 4. Story time - I am uploading at least one a week to the stories folder on Google Classroom. We will also have story time during our afternoon Meets where possible. We will have at least one story time a week as part of our afternoon Meet calls or as separate recordings which I’ll share on Google Classroom.



Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

English				
<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: ch Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: practise ea oi Recall the two previous sounds and give words for each sound. Look at the corresponding green words and test spelling and write phrases.</p> <p>Read the nonsense words and any associated texts / books.</p> <p>Group 3: practise oa ew Same as group 2.</p>	<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: qu Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: a-e Writing the sound and the attached phrase. Testing previous sound words. Writing and finding new words using today's sound. Writing sentence with new words and red words.</p> <p>Group 3: ire Same as group 2.</p>	<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: x Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: l-e Writing the sound and the attached phrase. Testing previous sound words. Writing and finding new words using today's sound. Writing sentence with new words and red words.</p> <p>Group 3: ear Same as group 2.</p>	<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: ng Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: practise a-e l-e Recall the two previous sounds and give words for each sound. Look at the corresponding green words and test spelling and write phrases.</p> <p>Read the nonsense words and any associated texts / books.</p> <p>Group 3: practise ire ear Same as group 2.</p>	<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: nk Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: o-e Writing the sound and the attached phrase. Testing previous sound words. Writing and finding new words using today's sound. Writing sentence with new words and red words.</p> <p>Group 3: ure Same as group 2.</p>



Monday	Tuesday	Wednesday	Thursday	Friday
<p>English Learning Goal: To understand what adjectives are and use them in my own writing.</p> <p><i>Story for the week: One World by Michael Foreman.</i></p> <p><i>Quiz – each day = identify and understand adjectives and nouns.</i></p> <p>Task 1 (SPAG-Spelling, punctuation and grammar): Watch my video of the story. Read the screenshots of some of the text. Find adjectives in the story</p> <p>Introduction to similes sharing examples from the story.</p> <p>Task 2 (SPAG): Change sentences – add adjectives to simple sentences.</p> <p>Challenge: add similes to the simple sentences.</p>	<p>English Learning Goal: To understand what adjectives are and use them in my own writing.</p> <p>Task 1 (SPAG): Build a word bank of adjectives – those we see and those we feel.</p> <p>Task 2: Improve sentences one step at a time adding detail to each noun.</p> <p>Challenge: Use similes in Task 2.</p>	<p>English Learning Goal: To understand what adjectives are and use them in my own writing.</p> <p>Task 1: Match the description to the noun in the story</p> <p>Task 2: Look at a diary entry. Can you identify what features make it a diary entry? 1st person, dear diary and date, description using adjectives, personal feelings, thoughts and reflective questions.</p> <p>Task 3: Imagine or remember a trip to the beach. List five things that you might see in a rockpool or on the beach and write three adjectives for each. Challenge – add similes.</p>	<p>English Learning Goal: To use 1st person to write a diary entry – and use adjectives to add detail.</p> <p>Task 1: Prepare a diary entry by filling in a planning writing frame –day and date? –where did you go? –what did you see? –what was it like? –what happened? –how did you feel (including questions)?</p> <p>Task 2: Write your first draft – using a have a go sheet. Have it checked by a grown up.</p>	<p>English Learning Goal: To use 1st person to write a diary entry – and use adjectives to add detail</p> <p>Task 1: Go through your first draft with a grown up. Where could you add more detail? What questions would you ask the writer to find out more? Are there any words you could add or change to make it more interesting?</p> <p>Task 2: Complete final diary entry using writing frame if required. Add a seaside sketch.</p>



Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

Maths				
<p>Learning Goal: To know what a tally is and how and when to use them.</p> <p>Quiz: Flashback 4 questions from previous blocks</p> <p>Task 1: What is a tally? How do you record the numbers 1-5? How can we show a number such as 18 as a tally? Remind children of how we used tallies in the minibeast topic.</p> <p>Task 2: Sheet practising making tallies. Questions go from support level to challenge level.</p>	<p>Learning Goal: To practise using tallies to record data.</p> <p>Quiz: Flashback 4</p> <p>Task 1: To create own tally tables based around 'what is your favourite?' questions. To ask family group / bubble but also use google classroom to ask friends in the class. Use the afternoon Meet. - follow up next day to draw.</p> <p>Task 2: formalise findings on a tally table document.</p>	<p>Learning Goal: To understand the pictograms are a way of representing data.</p> <p>Quiz: Flashback 4</p> <p>Task 1: Look at different 1:1 representation pictograms and ask what they show.</p> <p>Task 2: Sheet practising drawing pictures in pictograms. Questions go from support to challenge level.</p>	<p>Learning Goal: To draw my own pictograms for data I have gathered.</p> <p>Quiz: Flashback 4</p> <p>Task 1: Use data gathered on Tuesday or a new set of data to make your own pictogram.</p> <p>Support level: build a pictogram with objects first such as beads, lego, counters. Then move onto drawing own pictures.</p>	<p>Learning Goal: To interpret pictograms that show 1:1 correspondence.</p> <p>Quiz: Flashback 4</p> <p>Task 1: Model interpreting a 1:1 pictogram using edited google slide images.</p> <p>Task 2: Sheet with questions that ask the children to interpret different pictograms, and answer questions about them.</p> <p>Include questions with incorrect and incomplete pictograms to assess understanding.</p>



Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

Topic				
<p>Learning Goal: To understand what is meant by coastal erosion</p> <p>Task 1: Look at the coastal erosion presentation and discuss the questions with a grown up. Afterwards, see if you can come up with your own definition of EROSION.</p> <p>Task 2: Watch my demonstration video of coastal erosion. Draw diagrams in your book of what happens when the water hits the sand. How is it different with the pebbles? What human features do the pebbles represent? Describe what you see using the words below as a word bank.</p> <p>Vocabulary to use and discuss: erosion, washing away, crumbling, breaking,</p>	<p>Learning Goal: To explain what the RNLI is and how they help to keep up safe.</p> <p>Task 1: Watch the RNLI rescue compilation and discuss any knowledge or experience you have about the RNLI. https://rnli.org/news-and-media/2018/march/26/2017-rnli-rescue-compilation</p> <p>Task 2: Read the RNLI information sheet together and record and illustrate the answer to the following question in your books or on the RNLI writing frame: How does the RNLI help us to stay safe at the coast?</p> <p>Vocabulary to use and discuss: Capsize, crew, emergency, helmet, lifeboat, life jacket, rescue, RNLI, volunteer</p>	<p>Learning Goal: Well-being afternoon -</p> <p>A break from the normal timetable with a suggested list of activities TBA.</p>	<p>Mini project Learning Goal: To write research questions to help structure your mini-project.</p> <p>This week, come up with three questions (or more) about your theme that you would like to find the answers to. This will help structure your project and your process. I will give examples of research questions for different topics.</p> <p>Record your questions and topic theme on the sheet along with any other ideas you have had regarding how you might present you work e.g. painting, craft, poster, video, story.</p>	<p>Learning Goal:</p>



Monday	Tuesday	Wednesday	Thursday	Friday
cliff, overhang, rip rap, sea wall				



Monday	Tuesday	Wednesday	Thursday	Friday
--------	---------	-----------	----------	--------

Additional				
<p>PE: Daily exercise task from Miss Hannis-Smith– available on Google Classroom</p> <p>Craft: Form drawing task from Mrs Yarto - available on Google Classroom</p> <p>French: Weekly French task from Madame Tiacoh – available on Google Classroom</p>			<p>RE learning goal: To know about life as a Muslim in the UK. To experience Islamic art as a tool for mindfulness.</p> <p>Task 1: Watch the video which amongst other things, explains why you won't see images of people, prophets and animals decorating the Mosques.</p> <p>Task 2: Read the information about Islamic art and discuss. And then enjoy colouring in one or more of the Islamic art sheets.</p>	<p>Online English and Maths: IXL activities https://uk.ixl.com/signin/avantihall</p> <p>I have recommended activities this week relating to adjectives and to statistics. I will place links in the assignments on Google Classroom but you can also explore any topic you like.</p> <p>Times Table Rockstar and Numbots: I have sent log on details to all. Numbots is good for all and Times Tables Rockstar for those more confident with their times tables e.g. 60 divided by 6 = 10,</p>