



AVANTI HALL

Primary Weekly Overview

Primary Planning

Class: Beech Y2

Week beginning: 25.1.21

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.

Theme for the week: Respect

Reading: Optional: FRED Reading Resource. This is a PowerPoint presentation that will be posted on Google Classroom each week. Through the links on the PowerPoint, children will gain access to a range of texts, books and spoken word related to a weekly theme. Each day, there is a short word-level activity learning and spelling new vocabulary, and a further activity practicing the essential reading skills of listening, inference, comprehension, fluidity and accuracy.

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.
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.



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English				
<p>Phonics Learning Goal: To practise and blend Set 2 and Set 3 sounds</p> <p>Group 1: ay (Set 2) Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: u-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: tion Same as group 2.</p> <p>English Learning Goal: To use 1st person to write a diary entry – and use adjectives to add detail.</p>	<p>Phonics Learning Goal: To practise and blend Set 2 and Set 3 sounds</p> <p>Group 1: ee Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: practice o-e u-e Recall the two previous sounds and give words for each sound. Look at the corresponding green words and test spelling and write phrases. Read the nonsense words and any associated texts / books.</p> <p>Group 3: practice ure and tion. Same as group 2.</p> <p>English Learning Goal: To use 1st person to write a diary entry – and use adjectives to add detail.</p>	<p>Phonics Learning Goal: To practise and blend Set 2 and Set 3 sounds</p> <p>Group 1: Practise ay and ee Same as practice sessions for groups 2 and 3.</p> <p>Group 2: aw 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: tious Same as group 2.</p> <p>English Learning Goal: To identify features of a warning / information sign. To design a poster to help keep our coasts clean.</p>	<p>Phonics Learning Goal: To practise and blend Set 2 and Set 3 sounds</p> <p>Group 1: igh Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: are 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: e Same as group 2.</p> <p>English Learning Goal: To identify features in an information text – in preparation for writing an article about sea pollution.</p>	<p>Phonics Learning Goal: To practise and blend Set 2 and Set 3 sounds</p> <p>Group 1: ow Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: practice aw are Recall the two previous sounds and give words for each sound. Look at the corresponding green words and test spelling and write phrases. Read the nonsense words and any associated texts / books.</p> <p>Group 3: practice tious and e Same as group 2.</p> <p>English Learning Goal: To write an information text about sea pollution.</p>



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<p><i>Story for the week: One World by Michael Foreman.</i></p> <p><i>Quiz – 3-4 questions each day practicing the skills of identifying adjectives, nouns and conjunctions as well as previous content.</i></p> <p>Task 1: Read the wordless e-book, 'A Place for Plastic'. Discuss anything that arises from the images including what different plastics and pollutants might be at the coast and the effects.</p> <p>Task 2: Using the same planning sheet as last Thursday and Friday, plan a diary entry for what happens next after the One World story. (Re-read story). The children go back in a bigger group and help tidy the beach and rockpools.</p>	<p>Task 1: Look at the planning sheet from yesterday and together write a shared sentence from the diary. Go back to your adjective word bank and see if you can improve the sentence step-by-step.</p> <p>Look at the adjective word map – and use throughout the week.</p> <p>Task 2: Complete the diary entry for the day. Use the Diary writing checklist on the back of the sheet to help you.</p> <p>Support: Comic strip of the day with some captions.</p> <p>Challenge: Write a diary entry without the writing frame sheet.</p>	<p>Task 1: Look again at the coastal danger and warning signs from Topic yesterday. What features make them stand out?</p> <ul style="list-style-type: none"> - colour? - layout? - font? <p>What other stop or danger signs can you think of? Show some examples and discuss layout, language (alliteration, persuasion, commands etc.).</p> <p>Task 2: Design a poster to help keep the beaches clean.</p>	<p>Task 1: Look at an example information text about coasts. Identify the key features:</p> <ul style="list-style-type: none"> - Introduction - Present tense - Adjectives and conjunctions to add detail - Facts - Problems and solutions - Conclusion <p>Task 2: Watch a video on some of the solutions people are finding to sea pollution.</p> <p>Task 3: Begin to plan an information text about sea pollution using a writing frame.</p>	<p>Time to write an Information text to include the key features from yesterday and a picture. Use checklist and writing frame. Shared writing of example sentences.</p> <p>Choice:</p> <ul style="list-style-type: none"> - Informative poster - Paragraphs for a newsletter - Leaflet <p>Support: sentences around the subject – oral, scribed and then copy write. Choose words for the child to sound out and use a 'have a go sheet' where needed.</p> <p>Challenge: more than one paragraph, with clear introduction and conclusion.</p>



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Maths				
<p>Learning Goal: To draw pictograms where symbols represent 2, 5, 10.</p> <p>Quiz: Flashback 4 questions from current and previous blocks</p> <p>Task 1: Look at the Google Slides presentation of the use of symbols that represent 2, 5 or 10. How is it different? Which do you prefer? How does it link to tallies (5). What if the number wasn't a multiple of 5?</p> <p>Task 2: Sheet – drawing pictograms (2, 5 and 10) Fill in a half-complete pictogram using the given tally table. Each picture is worth 2 so how will we represent 1 / odd numbers? Which data sets lend themselves well to showing in 2, 5 or 10?</p>	<p>Learning Goal: To draw pictograms where symbols represent 2, 5, 10.</p> <p>Quiz: Flashback 4</p> <p>Task 1: Draw a pictogram for a data set I have provided for you. Decide together what symbol representation you are going to use from 1, 2, 5 or 10 and why. Decide on what the image will be.</p> <p><i>Note: All three sheets used this week go from support to challenge level. Pause where needed for your child and go back a step from written to object-based if needed. Challenge: develop own questions similar to the challenge level questions and share.</i></p>	<p>Learning Goal: To interpret pictograms where symbols represent 2, 5, 10.</p> <p>Quiz: Flashback 4</p> <p>Task 1: Look at the Google Slides interpretation presentation and discuss the 2, 5, 10 pictograms you see. E.g., How do we represent 0? What is each symbol worth?</p> <p>Task 2: Sheet – interpreting pictograms (2, 5 and 10). Questions such as: Find totals and compare multiple data sets, decide between true / false statements and give reasons.</p>	<p>Learning Goal: To create block graphs from class-generated data sets.</p> <p>Quiz: Flashback 4</p> <p>4. Block diagrams: concrete to pictorial to drawing. Use knowledge of number lines to read scales and work out what each block represents.</p> <p>Create block diagrams to show favourite __ in class – or choose from a list supplied.</p> <p>Create own interpretation questions for another person to answer about the diagram e.g. which is the most popular choice? How many more people chose __ than __?</p>	<p>Learning Goal: To interpret and understand block graphs</p> <p>Quiz: Flashback 4</p> <p>Task 1: Complete any work from the week that is unfinished. – This may include answering questions set during Task 2 yesterday.</p> <p>Task 2: Sheet on Block Diagrams – includes questions about incorrect diagrams and data sets, interpreting diagrams, comparing and finding totals.</p> <p>Discuss when you might use pictograms and when to use block diagrams. Which is best suited to specific data types? What are your reasons?</p>



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Topic				
<p>Learning Goal: To use a simple map with a key. To deepen knowledge about the locations and work of the RNLI.</p> <p>Task 1: Explore the RNLI webpage below that shows your nearest RNLI station as well as the others in the UK. See if you can find out facts about our nearest RNLI – have you been there?</p> <p>https://rnli.org/find-my-nearest/lifeboat-stations</p> <p>Task 2: Fill in the missing letters in the names of RNLI stations on the location activity sheet. See if you can add any others.</p>	<p>Learning Goal: To know how to keep ourselves and others safe at the seaside.</p> <p>Task 1: Display the <u>Coastal signs picture cards</u>. Invite the children to read the warnings. Ask them to identify specific dangers and ask, ‘How can we keep ourselves and others safe at the coast?’</p> <p>Task 2: Encourage the children to make suggestions for ways of keeping safe and show them the <u>Staying safe at the coast presentation</u> to consolidate their thinking.</p> <p>Task 3: Children can take part in the <u>Staying safe at the coast quiz</u> as a fun way of checking their understanding.</p> <p><i>(Links to tomorrow’s English)</i></p>		<p>Mini project Learning Goal: To research by reading and summarizing texts in books or online.</p> <p>Task 1: Age appropriate advice and guidance about finding and using texts for a project. Model through Slide presentation or video how to summarise text you might find about your topic in a book or online.</p> <p>Task 2: Time to research your questions from last week and move forward with your project.</p>	



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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>Well-being Wednesday Learning Goal: To experience activities that support mental health and well-being.</p> <p>Tasks will be set during the week and shared on Google Classroom. They will include:</p> <ul style="list-style-type: none"> - A time for stillness and reflection - A time for active mindfulness - A yoga session from Miss Yarto 	<p>RE learning goal: To know about life as a Muslim in the UK. To design a prayer mat.</p> <p>Quiz: questions relating to mosques and Islamic pattern and illustration.</p> <p>Task 1: Look at images of a prayer mat – and the images of prayer mats in different settings. Recap / discuss – what is a prayer mat? When are they used? What direction must it face? Why?</p> <p>Task 2: Design your own prayer mat – on a given template. Prayer mats have a strong symbolic meaning in Islam. Use geometric designs and other symbols respectfully as prayer mats are greatly respected and looked after by Muslims.</p>	<p>Online English and Maths: IXL activities https://uk.ixl.com/signin/avantihall I will place links to related tasks in the assignments on Google Classroom but you can also explore any topic you like and look at my recommendations.</p> <p>Times Table Rockstar and Numbots. Numbots is good for all children and Times Tables Rockstar for those more confident with their times tables e.g. 60 divided by 6 = 10.</p>