

Primary Weekly Overview



AVANTI HALL

Primary Planning

Class: Beech Y2

Week beginning: 8.2.21

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: community

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. This week is the second week reading about Famous Women – which is a great introduction to our topic after half term of Movers and Shakers.

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.

Assessment: As part of our ongoing assessment, I will be assigning for home (and doing in school) a phonics sound check. This is to get a sense of how children are doing with their Set 1, 2 and 3 sounds. I will give guidance in the assignment as to how you can use the sheet and what information is needed.



Monday	Tuesday	Wednesday	Thursday	Friday
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English				
<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: or Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: practise ow & ai 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: kn Same as group 2 new sound.</p>	<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: practise ar & or Same as practice sessions for groups 2 and 3.</p> <p>Group 2: oa 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: ck Same as group 2 new sound.</p>	<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: air Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: ew 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: wh Same as group 2 new sound.</p>	<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: ir Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: practise oa & ew 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: ph Same as group 2 new sound.</p>	<p>Phonics Learning Goal: To practice and blend Set 2 and Set 3 sounds</p> <p>Group 1: practise air & ir Same as practice sessions for groups 2 and 3.</p> <p>Group 2: ire 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: practise all from week Same as group 2 practise.</p>



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<p>English Learning Goal: To write and edit an adventure Island story including interesting verbs and detail through imagery and similes.</p> <p>Quiz: IXL task – similes Time to finish your story from last week if needed. Task 1: If finished, look through and edit – looking at spellings, then verbs and detail. Task 2: Write your final version and illustrate. Support level – model and support editing and then choose 2 sentences or phrases to write as a final version.</p>	<p>English Learning Goal: To focus on handwriting – letter formation, consistent size of text, spaces and punctuation. To analyse poems for structure and style.</p> <p>Quiz: IXL task – poem or rhyme related Task 1: Have a copy of the poem on the title page. Read together line by line. Discuss word ‘skimming’. Ask why the writer may have chosen this poem? Analyse structure – where are the rhymes and what is the beat / rhythm? Task 2: Look at handwriting sheets. Go over the letter shapes and adults note and say if letters are coming ‘down to earth’ top to bottom. Task 3: Copy and illustrate the poem, focusing on presentation.</p>	<p>English Learning Goal: To write a poem using the same structure as one from the book.</p> <p>Quiz: Rhyming words and story content Task 1: Look again at the poem from yesterday. Highlight the rhymes and rhythm. Mind map favourite words and phrases about the sea. Look again at the book for ideas. Task 2: Can we replace some or all of the lines of the poem? Go step by step at your child’s pace. Do it together first. If and when ready, they write their own version of the poem.</p>	<p>English Learning Goal: To write from a different point of view – using a postcard as a writing style.</p> <p>Quiz: Match the feeling and describing word to either Noi or Grandma. Task 1: Look at three pictures of Noi from the story – and gather descriptive words about how he was feeling etc. Task 2: What makes a postcard? Look at an example and create a writing checklist for postcards. Task 3: Imagine you are Noi and choose a part of the story that will write a postcard home about afterwards. - Use a planning sheet to help you. Refer to PowerPoint on writing postcards.</p>	<p>English Learning Goal: To write from a different point of view – using a postcard as a writing style.</p> <p>Time to write your postcard and illustrate the front with any art materials you like. Use writing frame for postcard. Focus on writing checklist and presentation. Bring in different font styles and sizes to mimic a postcard (show examples). Checklist: -Stamp in top right corner -name and address -Dear and from -Write about what you have done and what you will be doing. -Use time words and description including feelings.</p>



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Maths				
<p>Learning Goal: To make 2-D and 3-D shapes</p> <p>Quiz: Flashback 4 questions Task 1: Watch the video on making 2-D and 3-D shapes and answer questions. Task 2: Have a go at one of the following: -decorating and making nets for cubes / cuboids / pyramids -making 2-D shapes with sticks / pencils etc -making 3-D models with pasta / sticks / materials from home (see video)</p>	<p>Learning Goal: To sort 2-D shapes</p> <p>Quiz: Flashback 4 Task 1: True or False question using reasoning related to the LG. Task 2: Differentiated sheet related to the LG. Task 3: Extension or challenge task based on last question – how many shapes can you draw that have an even number of sides?</p>	<p>Learning Goal: To make patterns with 2-D shapes</p> <p>Quiz: Flashback 4 Task 1: True or False question using reasoning related to the LG. Task 2: Differentiated sheet related to the LG. Task 3: Extension or challenge task based on last question – creating your own pattern and knowing what the 10th, 20th etc symbol will be. Using the pattern as a decorative border today or this week.</p>	<p>Learning Goal: To count faces on 3-D shapes</p> <p>Quiz: Flashback 4 Task 1: True or False question using reasoning related to the LG. Task 2: Differentiated sheet related to the LG. Task 3: Extension or challenge task based on last question – imagining multiple cubes and number of faces (use x table squares and 6 x table).</p>	<p>Learning Goal: To count edges on 3-D shapes</p> <p>Quiz: Flashback 4 Task 1: True or False question using reasoning related to the LG. Task 2: Differentiated sheet related to the LG. Task 3: Extension or challenge task based on last question – questions imagining different shaped prisms and how many edges they will have.</p>



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Topic				
<p>Learning Goal: What can you do in a seaside town? To understand what we mean by Tourism.</p> <p>Look at what jobs people have and have had in the past in coastal towns like Exmouth.</p> <p>Look at a tourist map and information about Exmouth – including a brief introduction to the Jurassic Coastline.</p> <p>How does Exmouth compare to other towns they have visited?</p> <p>Make a list of possible things you might find in a seaside town (human and physical) referring back to the photos in week 1 of this block – and more ahead of planning their own town tomorrow.</p>	<p>Learning Goal: What have we learned? Plan and create a seaside town, including human and physical features and aspects of the coast.</p> <p>Task: To design a coastal town that tourists would want to visit.</p> <ul style="list-style-type: none"> -choose a location -describe the physical and human features -make a map -give advice for visitors in how to stay safe and how to keep the town and sea tidy -make note of any ways to stop or work with coastal erosion 	<p>Learning Goal: To see the effects of saltwater on different materials and write conclusions referring to seawater and coasts.</p> <p>Time to take out what’s left of your saltwater experiments.</p> <p>First observe closely what is in your jar – and draw it, noting any changes from week 1.</p> <p>If there is still matter in your jar, use a sieve to help you take it out and study what changes have happened. Add detail to your notes and pictures. Link your notes back to the sea – what might or does this mean with regards to your material making contact with the sea? Write and share your concluding thoughts.</p>	<p>Mini project Learning Goal: To research and create a mini project associated with coasts.</p> <p>For the rest of this half term, use your research questions to help structure your mini-project.</p> <p>Remember to be selective when using texts – and to write things in your own way, not just copying what someone else has written.</p> <p>Your project can be written, drawn, created or any combination of the three.</p> <p>We will share the projects after half term.</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 Muslims in the UK. What have you found out about life as a Muslim in the UK now and in our first block before October half term. Go through the question prompts and talk about the different subjects. What was new? What was surprising? What did you enjoy?</p> <p>Task: Make a poster about what you think are important things to know about life as a Muslim in the UK – OR – answer the questions, recording your thoughts and ideas.</p>	<p>Online English and Maths: IXL activities https://uk.ixl.com/signin/avantihall 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: The school has set up account that support with maths. Times Table Rockstar and Numbots. Let me know if you need the login details.</p>