

# Primary Weekly Overview



AVANTI HALL

Primary Planning

Class: Beech Y2

Week beginning: 1.3.21

**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, Assemblies are available each week.

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.

**Assessment:** This week the feedback form will be for English: Writing a biographical text containing a glossary, evidence of editing, an introduction and important events in chronological order.



Monday	Tuesday	Wednesday	Thursday	Friday
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English				
<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b> <b>Group 1:</b> Set 2 recap OO sound <b>Group 2:</b> practice tion &amp; tious Recall the two previous sounds and give words for each sound. Test spelling of green words. Read the nonsense words and any associated texts / books. <b>Group 3:</b> practise red words and multi-syllabic words Test each other one section of the red words. Write as many of the words in a sentence as you can. Practise with games, online games, wordsearches. Read multisyllabic words.</p>	<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b> <b>Group 1:</b> Set 2 recap OO sound <b>Group 2:</b> new sound E Writing the sound and the attached phrase. Finding new words using today's sound and writing sentence using the sound and red words. <b>Group 3:</b> practise red words and multi-syllabic words Test each other one section of the red words. Write as many of the words in a sentence as you can. Practise with games, online games, wordsearches. Read multisyllabic words.</p>	<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b> <b>Group 1:</b> Set 2 recap AR sound <b>Group 2:</b> new sound UE Writing the sound and the attached phrase. Finding new words using today's sound and writing sentence using the sound and red words. <b>Group 3:</b> practise red words and multi-syllabic words Test each other one section of the red words. Write as many of the words in a sentence as you can. Practise with games, online games, wordsearches. Read multisyllabic words.</p>	<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b> <b>Group 1:</b> Set 2 recap OR sound <b>Group 2:</b> new sound IE Writing the sound and the attached phrase. Finding new words using today's sound and writing sentence using the sound and red words. <b>Group 3:</b> practise red words and multi-syllabic words Test each other one section of the red words. Write as many of the words in a sentence as you can. Practise with games, online games, wordsearches. Read multisyllabic words.</p>	<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b> <b>Group 1:</b> Practise all the sounds this week with range of activities. <b>Group 2:</b> practice E, UE and IE Recall the three previous sounds and give words for each sound. Read the nonsense words and any associated texts / books. <b>Group 3:</b> practise red words and multi-syllabic words Test each other one section of the red words. Write as many of the words in a sentence as you can. Practise with games, online games, wordsearches. Read multisyllabic words.</p>
English Learning Goal:	English Learning Goal:	English Learning Goal:	English Learning Goal:	English Learning Goal:



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<p><b>To understand and recognise first and third person in a text.</b>            BOOK: Great Women who Changed the World by K. Pankhurst.            Quiz: IXL task or recap questions            Task 1: Read different paragraphs (differentiated sheets) and decide 1. is it third or first person, 2. what type of text / genre it is. How did you know?            Task 2: Choose one of three women from the book. Read through the double page and start to make notes on your person or highlight on the sheet the important events in her life.            Task 3: Draw and label what you think is the most important and significant life event.</p>	<p><b>To understand what a glossary is and begin to write one for a biography.</b>            Quiz: IXL task or recap questions            Task 1: Look at the back page of the book. Why have these words been chosen?            Recap from Topic – what is a glossary and why is it needed?            Task 2: Match words to their meanings – words taken from the pages of the three women: Marie Curie, Frida Kahlo and Mary SEacole.            Task 3: Begin to use the planning sheet for your biography. Add these words to your glossary and go back to your chosen page. Are there any other words you could add that not all would understand?</p>	<p><b>To research your biographical text using the checklist and other sources.</b>            Quiz: IXL task or recap questions            Task 1: Look at your biography checklist and your notes so far. Is there anything missing? What questions do you have?            Task 2: Find missing information. Look through resources I have added – or do your own research to find out any missing information.            Task 3: complete your planning sheet and add to your gloassary any new words.</p>	<p><b>To plan the first draft of a biographical text using the checklist and writing frame. To edit using a clear checklist and order.</b>            Quiz: IXL task or recap quesitons            Task 1: Talk about your plan with a partner / person in your bubble. See if you have enough information to cover:            -An introduction -Important life events in time order - Special achievements -What will/are they be remembered for? -Glossary            Task 2: Write your first draft. This can be straight onto paper or on the writing frame.            Task 3: Editing – step by step            -Full stops and capital letters including Proper Nouns            -spelling            -checking the tense and was / were etc.</p>	<p><b>To write the final version of a biographical text containing a glossary, evidence of editing and presentation.</b>            Quiz: IXL task – past tense 3            Task 1: Look at your planning sheet from yesterday. Complete notes if need time.            Task 2: Look again at the biography checklist: Introduction that explains why the person is famous. Sequences of sentences in chronological order. Writing in the past tense. Writing in the third person. Selecting important dates and events. Write a conclusion. Optional challenge – write a glossary to explain what words mean (we will focus more on this next week). I can use capitals and punctuation correctly.            Task 3: Write your final biography using the writing frame and full sentences.</p>



<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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<b>Maths</b>				
<p>Learning Goal: <b>Fractions: To work with parts and wholes</b></p> <p>Quiz: Flashback 4 Activity day video: <a href="https://vimeo.com/516649884">https://vimeo.com/516649884</a></p> <p>Watch the video as it guides you through the following activities: Task 1: build a tower of 8 cubes and break into equal and unequal parts. Record on paper the ways you find. Task 2: folding paper into 2 and 4 parts. Task 3: How many ways can you build or draw 6 – using equal and unequal parts. Task 4: Organise 20 counters / objects into equal and unequal parts and record on paper.</p>	<p>Learning Goal: <b>Fractions: To make equal parts</b></p> <p>Quiz: Flashback 4 Task 1: Watch the video <a href="https://vimeo.com/516652833">https://vimeo.com/516652833</a></p> <p>Task 2: Work through the differentiated sheet.</p> <p>Challenge: Use fractions tasks on IXL from year 2 and beyond.</p>	<p>Learning Goal: <b>Fractions: To recognise a half</b></p> <p>Quiz: Flashback 4 Task 1: Watch the video <a href="https://vimeo.com/516654269">https://vimeo.com/516654269</a></p> <p>Task 2: Work through the differentiated sheet.</p> <p>Challenge: Use fractions tasks on IXL from year 2 and beyond.</p>	<p>Learning Goal: <b>Fractions: To find a half</b></p> <p>Quiz: Flashback 4 Task 1: Watch the video <a href="https://vimeo.com/516655094">https://vimeo.com/516655094</a></p> <p>Task 2: Work through the differentiated sheet.</p> <p>Challenge: Use fractions tasks on IXL from year 2 and beyond.</p>	<p>Learning Goal: <b>Fractions: To recognise a quarter</b></p> <p>Quiz: Flashback 4 Task 1: Watch the video <a href="https://vimeo.com/516655847">https://vimeo.com/516655847</a></p> <p>Task 2: Work through the differentiated sheet.</p> <p>Challenge: Use fractions tasks on IXL from year 2 and beyond.</p>



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<b>Topic, RE, Well-being and additional</b>				
<p>Topic Learning goal: <b>To understand and apply the categories of significant historical figures.</b></p> <p>Quiz: Match up the facts to the significant figures looked at last week.</p> <p>Task 1: Display the Significant people categories sorting cards (same categories as on the knowledge organiser – activist, artist, explorer, monarch, scientist. Children suggest other people who might fit each category.</p> <p>Task 2: Sorting different significant people into the different categories. And record on template.</p> <p>Task 3: ‘Are some people more significant than others?’ Share ideas and then show the diamond ranking system and how it works. Work in pairs / at home with an adult to complete the drag and drop activity, placing the person</p>	<p>Topic Learning goal: <b>To understand and use a timeline to order a list of significant people.</b></p> <p>Quiz: Find quotes from the people we are looking at today – guess the quote.</p> <p>Task 1: Look again at the significant people pack and at the dates on each card. Discuss when they lived – and vocab such as century, decade etc.</p> <p>Task 2: Look at the timeline. What does it show? How does it work? Where are they on the timeline? Their parents, grandparents? See if you can place the significant people on the timeline correctly. Answer questions based on the timeline.</p>	<p>Well-being Wednesday Learning Goal: <b>To experience activities that support mental health and well-being.</b></p> <p>Tasks will be set during the week and shared on Google Classroom. They will include:</p> <ul style="list-style-type: none"> <li>- A time for stillness and reflection</li> <li>- A time for active mindfulness</li> <li>- A yoga session from Miss Yarto/ other sources</li> </ul>	<p>RE learning goal: <b>Why does Easter matter to Christians? - What symbols and rituals will you see at Easter and what do they represent?</b></p> <p>Quiz: Sequence a set of pictures from the video story last week.</p> <p>Task 1: Read the PowerPoint - The Easter Journal. Discuss any thoughts that you have. What symbols / objects / rituals did you see?</p> <p>Task 2: Draw a picture of each symbol or ritual and label it. This may include: decorating eggs, chocolate eggs, egg hunt, planting flowers, crosses, church service and singing. You might want to add other ones you know such as easter bonnets, palm leaves, making an easter garden.</p> <p>Challenge: We will look at the meaning of these</p>	<p>Other subjects: <b>PE</b> – posted on Google Classroom <b>French</b> – posted on Google Classroom <b>Yoga</b> – posted on Google Classroom <b>Craft</b> – posted on Google Classroom</p> <p>Additional activities: IXL <a href="https://uk.ixl.com/signin/avantihall">https://uk.ixl.com/signin/avantihall</a> for online English and Maths skills practise – either recommendations I have set or anything else you would like to practise. NUMBOTS and TIMES TABLE ROCKSTARS. Numbots can be found at: <a href="https://play.numbots.com/#/account/school-login/77337">https://play.numbots.com/#/account/school-login/77337</a> Times Table Rock Stars can be found at: <a href="https://play.trockstars.com/login/77337">https://play.trockstars.com/login/77337</a></p>



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they think most notable at the top of the diamond, leading to the least important person at the bottom.			symbols and rituals over the next few weeks. Challenge: begin to ask why – and what do they represent?	EPIC – reading books online (see above)